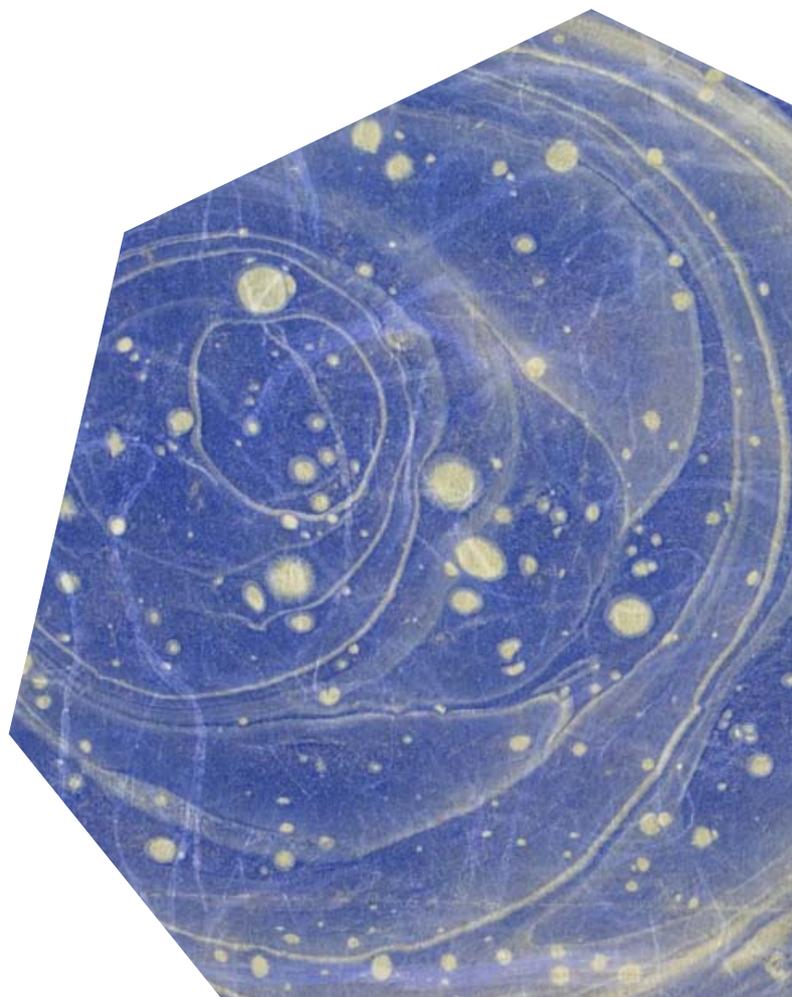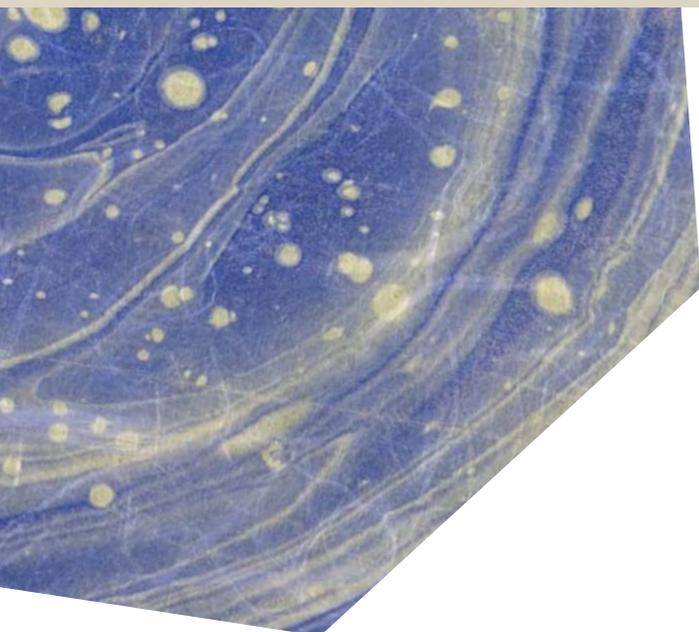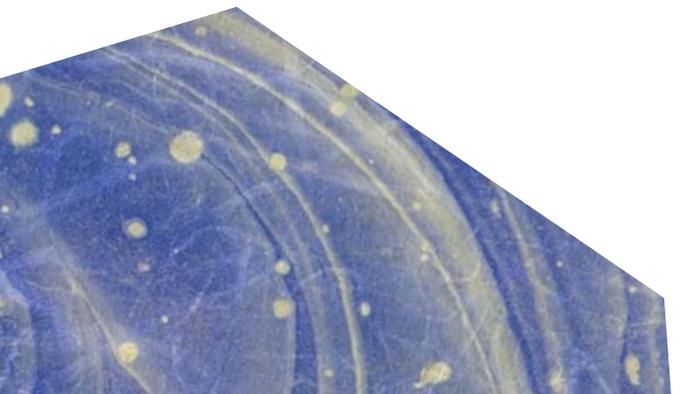**ASSOCIATION
FOR LEARNING
TECHNOLOGY**
ALT

ALT-C 2012
a confrontation
with reality

Abstracts

Edited by
Mark Childs
Donal Fitzpatrick
Laurence Habib
Elizabeth Hartnell-Young

The scientific approach to teaching: Research as a basis for course design

Submitting Author

Eric Mazur

Theme

Plenary

Tags

apps, mobileDevices, mobilization, sharingResources

Discussions of teaching — even some publications — abound with anecdotal evidence. Our intuition often supplants a systematic, scientific approach to finding out what works and what doesn't work. Yet, research is increasingly demonstrating that our gut feelings about teaching are often wrong. In this talk I will discuss some research my group has done on gender issues in science courses and on the effectiveness of classroom demonstrations.

Network analysis – Why it matters, how to do it, and what we can learn from it

Submitting Author

Natasa Milic-Frayling

Theme

Plenary

Tags

apps, mobileDevices, mobilization, sharingResources

The digital revolution has happened and transformed the way we communicate, share, learn, and apply our skills. It gave rise to phenomena that have not been possible before, including social networks of unprecedented scale. However, digital technologies are rather different from those we used in the past and we still need to develop intuition and practices to use them effectively. For that we need to acquire new skills and adopt new tools. In this talk I will discuss network analysis as a way of gaining insights about online communities. I will demonstrate how visualization and analysis of network graphs reveals patterns of interaction and information about the roles of individuals in communities. This powerful technique can be applied to a variety of scenarios, from monitoring collaborative learning environments to gaining insights about researchers' scientific interactions. I will emphasize the importance of creating tools that are accessible to a broad audience, and show how adoption of the familiar spreadsheet paradigm can be very effective in teaching network analysis and enabling individuals to become independent and confident analysts without having to become programmers.

Research about Technology Enhanced Learning: who needs it?

Submitting Author

Richard Noss

Theme

Plenary

Tags

apps, mobileDevices, mobilization, sharingResources

The question in the title is not only rhetorical, it is also practically relevant, especially to those who have to take decisions about TEL in schools, colleges, universities and vocational settings.

In this talk I will argue that thinking about TEL is good at encouraging us to address deep educational issues that may themselves have little to do with computers — including reappraising what it is our learners need to learn, why, and how.

Taking the tablets: How are tablets being used in learning and teaching? What is the impact? What are we going and where might we finish up?

Submitting Author

James Clay

Theme

Invited speaker

Tags

apps, mobileDevices, mobilization, sharingResources

The tablet computer is not a new idea, but recently has had an impact on learning and teaching across a range of institutions in the UK and elsewhere. In this session I will try to tackle the following questions.

What do we currently understand to be a tablet? What is the primary functionality? How are tablets being used right now for supporting, and enhancing learning and teaching? What sort of learning activities and scenarios are making best use of the tablet format? Are these devices for content consumption, content creation, interaction, or all three? So where next? Where will tablets take us? Do institutions purchase tablets for all their students? Or do we let or require students to buy and bring their own? And if the latter what does this mean for how we organise provision?

I will conclude with a personal reflection on the overall direction of travel, and where I believe we may finish up.

What is computational thinking? Who needs it? Why? How can it be learnt?

Submitting Author

Aaron Sloman

Theme

Invited speaker

Tags

apps, mobileDevices, mobilization, sharingResources

Computational thinking goes beyond programming and is hard to teach well but can help us understand natural and artificial information-processing systems, including human minds. I shall explain why an extended version of Jeannette Wing's notion of 'computational thinking' is a requirement, not just for IT professionals, but also for scientists, philosophers, and others trying to understand our world, including human minds and other products of biological, and cultural evolution. It goes far beyond programming and is not easy to teach. Current discussions about computing education mostly aim to produce high calibre application developers, ignoring the need to educate outstanding scientists and thinkers, including philosophers, who need to learn new, computationally informed, ways of looking at old things, such as behaviours of microbes, insects, toddlers and economies. Developing technology to support that learning will not be easy, but some first steps will be illustrated.

Adult students as peer learners

Submitting Author

Leena Vainio

Theme

Invited speaker

Tags

apps, mobileDevices, mobilization, sharingResources

Knowledge, speed of learning and utilization of knowledge as well as exploiting the potential of information technology are the today's key words for individuals, organizations and business success. How do adult learners assimilate new networking methods and use of social media tools? ICT tools give new possibilities for collaboration and networking, but the starting threshold is quite high. Peer learning gives new possibilities for testing and learning. In my presentation I will describe how adults adapt networking methods and use of social media in both work and free time. What are the challenges and development areas and how do new skills and competencies motivate people? Over four years, I have collected peer learning experiences from my students and colleagues. This comment from one student characterizes the feelings very well: "I'm like Alice in Wonderland in web-world. Every day I find something new — it's a kind of a scary place but it is also an interesting eye-opener. To be honest, I do have a lot to learn and with colleagues I learn best".

Ambition meets reality: reflecting on a system-wide digital learning environment for schools

Submitting Author

Elizabeth Hartnell-Young

Theme

Invited speaker

Tags

apps, mobileDevices, mobilization, sharingResources

Victoria, Australia has developed a learning environment — the Ultranet — with intended benefits for individual learners, teachers and groups, and the system itself. There is little research into the long term, large scale adoption of learning environments such as the Ultranet in systems of schools. With only two years implementation to date, when and how will we know if it is successful? If the Ultranet is a 'disruptive technology' following Christensen, Horn and Johnson's (2008) calculations, its current level of adoption is clearly in the early phase of slow uptake, but we may expect a dramatic steepening in the curve if users find it valuable. This presentation outlines the struggle between market forces and government responsibility in relation to providing an equitable technology environment for schools.

Knitting — a learning technology to dye for? Can knitting develop programming skills in schools and prepare computer scientists of the future?

Submitting Author

Steve Bunce

Theme

Invited speaker

Tags

apps, mobileDevices, mobilization, sharingResources

Knitting is becoming more and more popular in schools and can benefit social and communication skills. This session will share how knitting clubs have started in schools and are using technology to share learning. Research is progressing into links between knitting and developing computer programming skills. We will share the findings so far, showing how programs are like knitting patterns, using loops, debugging and creating a product for a defined user experience.

An entrepreneur's confrontation with reality

Submitting Author

John Baker

Theme

Invited speaker

Tags

apps, mobileDevices, mobilization, sharingResources

The students of today want us to "confront reality" and provide an education for 2012 and beyond, not one that worked in the past. They want more flexible learning, more natural user interfaces and more social learning. They want the applications they use to learn right along with them. There is a lot of talk these days about the "disruption" of higher education and of it being "broken". A positive way of looking at this is to see a unique opportunity to innovate. To listen to what the ultimate end users, the students, need and require from education, and then provide the machinery that will produce the global workforce needed today and in the future. A prominent industry entrepreneur will outline his experience and challenging responses to these issues.

IT provision at Stretford High and our plans for the future: engaging learners and developing IT provision in austere and independent times

Submitting Author

Daniel Stucke

Theme

Invited speaker

Tags

apps, mobileDevices, mobilization, sharingResources

The reality we confront in schools is one of smaller budgets, reduced central support and a accelerating technological change. I will summarise some of the ways schools are keeping pace and continuing to innovate. I will share examples from my own local Secondary school and others around the world. I will draw together some of the themes of the conference and discuss what these actually look like on the front line. How can we provide sustainably affordable technology provision that genuinely supports teaching and learning? Which informal networks and free or low-cost resources are supporting our schools? Can we provided outstanding learning opportunities and environments whilst providing value for money? What do our learners actually want and need and how can we make sure that our systems and our staff can support that?

Learning technology — a backward and forward look

Submitting Author

Seb Schmoller

Theme

Invited speaker

Tags

apps, mobileDevices, mobilization, sharingResources

I have been active in the learning technology field for over 20 years, in a range of roles, and most recently — until I stood down in May 2012 — as Chief Executive of ALT. In this personal reflection I will draw out some of the main things I have learned, and what I think we (that is, people active in the field) now need to do.

Using Learning Technology to transform a whole university's curriculum

Submitting Author

Mark Stubbs

Theme

Invited speaker

Tags

apps, mobileDevices, mobilization, sharingResources

Manchester Metropolitan University (MMU) is in the middle of an ambitious three-year large-scale change programme to transform its undergraduate curriculum through four interlinked strands of activity:

1. New curriculum framework

2. New administrative processes and systems

3. New learning technologies

4. New quality assurance and enhancement processes

Coordinated activity across the four strands enabled over 850 first year module specifications to be entered, reviewed, approved, set up in the student records system, timetabled and populated in a new VLE in 12 months. Learning Technology is at the heart of these changes. Mark Stubbs, who is leading the programme, reporting to MMU's Deputy Vice Chancellor for the Student Experience, will provide delegates with a "report from the field", summarising:

- progress to date;

- lessons learned;

- pointers for others.

JISC – reshaping for its customers

Submitting Author
Sarah Porter

Theme
Invited speaker

Tags
apps, mobileDevices, mobilization, sharingResources

JISC, the UK technology consortium, is undergoing an exciting transformation, from a set of companies, services and projects to become a more stream-lined and coherent organisation – making it easier for its users to access its products and services. This reshaping is focused upon providing the HE, FE and Skills sectors with advice, guidance and services that are aligned with priority needs. JISC is known for key services such as Janet, Collections, and its regional support centres – which combined provide a robust network, access to digital content and on-the-ground regional support. JISC will continue to provide services like these in the future but will also be developing new services that can respond to sector needs in an agile and timely way. This session will give an update on the type of organisation that JISC is likely to become, an update on progress, and also invite input from the ALT community about the priorities for the new organisation.

801 Sponsor Session: Blackboard

Blackboard: enhancing student engagement

Submitting Author
Blackboard

Theme
Spon

Tags
apps, mobileDevices, mobilization, sharingResources

Education is changing. Universities and colleges face multiple challenges as they position themselves for the future. As an organisation, they face increasing competition, need to show improving results, keep students engaged, and leverage all IT investments to support new solution demand; all with tight budgets. At the same time, they face today's student. Students live in a world of social media, instant access to information and on-demand service. The competition to attract and meet their demands, reach beyond simply technology and teaching. Today, student expectations are high, they assume you will deliver 24/7 service, Facebook-type eLearning interfaces, and course materials to their mobile devices.

Join us in this session to learn how Blackboard can help universities and colleges to enhance student engagement. In this session, we will highlight how Blackboard's solutions fit in the student engagement spectrum – from event-driven, on demand, to needs anticipated engagement - offering an integrated set of solutions that focus on the student experience. We will be covering Blackboard Learn, Blackboard Mobile, Blackboard Connect, and the all new Blackboard Collaborate 12 for anywhere, anytime mobile learning. We look forward to seeing you there!

Connect with your on-line audience; best practices for planning, managing and delivering virtual classrooms and webinars

Submitting Author
Collaborate

Theme
Spon

Tags
apps, mobileDevices, mobilization, sharingResources

An overview of how to prepare, manage and run your own webinars, virtual classrooms or online sessions effectively.

During this presentation you will learn best practices, inside tips and ideas which will:

- Ensure maximum participation for live online sessions
- Provide insights on how to prepare your content and what are the pitfalls
- Deliver highly engaging content, interaction and participant engagement
- Achieve better results, lower cost with optimal resources.
- Allow presenters to focus on the content and NOT be distracted by the technology.

This presentation is ideal for anyone who planning to or who already use web conferencing within learning and Collaboration. These tips and ideas work with any web conferencing solution and we shall be using Adobe Connect as the solution to demonstrate some of the concepts.

Desire2Learn: Student Success System

Submitting Author
Desire2Learn

Theme
Spon

Tags
apps, mobileDevices, mobilization, sharingResources

During the presentation we will demonstrate the Student Success System (S3), a next generation analytics tool for tracking student academic progress. The core of S3 is a flexible predictive modeling engine that uses machine learning and statistics to identify at-risk students pre-emptively. S3 also provides a set of advanced data visualizations for reaching diagnostic insights and a case management tool for managing interventions. Powered by learning analytics, S3 is intended as an end-to-end solution for identifying at-risk students, understanding why they are at risk, designing interventions to mitigate that risk, and finally closing the feedback loop by tracking the success.

LSIS and ALT: How can technology facilitate improvement?

Submitting Author
LSIS

Theme
Spon

Tags
apps, mobileDevices, mobilization, sharingResources

How can we can enable technology to be at the heart of the improvement of the FE sector? LSIS and ALT are committed to working in partnership, ensuring learning technology and learning technologists are making an active contribution to the continuous improvement of the sector. This session for ALT's members working in or supporting the FE sector is to discuss and explore the challenges members face, and the areas in which you feel LSIS and ALT should address to ensure that technology can play its important role for the sector.

Old Problems, New Solutions: The Place of Online Video in Contemporary Education

Submitting Author
MediaCore

Theme
Spon

Tags
apps, mobileDevices, mobilization, sharingResources

We are told that our students are natives of the "age of information" and assume that, with their seemingly limitless access to the Internet, they are the first to confront such a complex array of data. Yet my research shows that educators have been using technological solutions to more effectively organize and share their knowledge since the time when the hand-copied medieval manuscript was the teacher's most innovative tool.

Video is becoming the rival of text for many contemporary teachers because it is thought to increase retention, be less cognitively taxing, and more conducive to social learning. This presentation is about how online, mobile video is being used to tackle some of the oldest problems in education, namely, how to manage our knowledge to increase its accessibility and financial sustainability. After outlining some of the historical debates, it will end with the stories of some innovative educators who are using media to transform their classrooms and facilitate global access to knowledge. These include WikiVet, a collaborative, peer-reviewed database of veterinary teaching resources, and 'The Flipped Highschool,' a school in Clintondale, Michigan that is turning the traditional classroom on its head to improve learning outcomes.

Using EQUELLA and Moodle

Submitting Author
Pearson

Theme
Spon

Tags
apps, mobileDevices, mobilization, sharingResources

Pearson is the world's leading education company, offering collaborative teaching and learning solutions for on-campus, online, and blended learning environments. Our award-winning educational technologies including EQUELLA are used by many institutions worldwide.

EQUELLA is a digital repository that provides one platform to house your teaching and learning, research, media and library content. Why utilise EQUELLA? Institutions all over the world use the digital repository for copyright resource collections, research materials, managing and exposing materials through websites and portals, content authoring, workflow, institutional policy and organisational resources.

Learn how a wide variety of schools, universities, community colleges, state systems and departments of education, government agencies, and corporations worldwide are improving access, availability and achievement by using a digital repository to create, store and manage content, while integrating with different systems, including Moodle.

The collaboration between the EQUELLA and Moodle Development teams has produced an enhanced EQUELLA and Moodle integration that enables learners and instructors within the Moodle community to natively select EQUELLA content and populate it into their course structure. EQUELLA is the first digital repository to support the new features that have been developed as part of Moodle 2.3.

Join this session to discover how educational partners are experiencing EQUELLA and Moodle!

Classroom Capture and Instructional Technology: How does it all fit together?

Submitting Author
Sonic Foundry

Theme
Spon

Tags
apps, mobileDevices, mobilization, sharingResources

There are many moving parts within higher education and much to consider; especially when looking at various technologies and how to make them work together. This presentation will provide a brief overview of the instructional design process, instructional methods and how capture can fit into this design process. The presenter will share some findings from institutions using capture and how it is improving outcomes, student impressions, and key areas to consider when looking at capture.

Responding to learners – A Service Oriented Approach to Learning Technologies

Submitting Author
ULCC

Theme
Spon

Tags
apps, mobileDevices, mobilization, sharingResources

Today's learners are more confident consumers of IT than ever before - technology is part of their everyday lives. Those young people with affordances in digital technologies are already using these resources to tailor their informal learning to their own interests and to access information or communities of relevance to them; increasingly digital literacies are demanded over traditional curricula and expectations are set for device or location independent learning. This presents a significant challenge to the curriculum, assessment, funding and institutional contexts in which learning technologies evolve.

ULCC has been responding to this through the development of a Service Oriented Approach to learning technologies in collaboration with sector partners. In response to learner feedback, the VLE+ model has extended the traditional learning environment with a range of functionalities and our shared service approach has allowed multiple institutions to benefit from trail-blazing developments.

Through a mix of customer case studies, highlights of our service & development roadmap, and spotlight on key vendor partnerships we will illustrate how ULCC has extended the traditional learning environment to drive and support a more personalised experience for learners.

Microsoft Office 365 for education

Submitting Author
Microsoft

Theme
Spon

Tags

University of West London (UWL) rolled out Microsoft Office 365 for education to all of its students this summer. As well as providing excellent collaboration tools - such as email with 25GB inboxes, calendars, and instant messaging and video-conferencing capability with Lync Online – UWL has harnessed the power of the hosted SharePoint Online component of Office 365 for education to deliver a personalised Student Portal, which provides a single gateway to all the information a student needs during their time at university.

UWL have integrated Office 365 for education with their student records system and with the timetabling system. There are links to Blackboard, the Library systems and all the student support services. Students are able to see all the information relating to their course programme, including notices, discussion boards, and their fellow students. They can create their own MySite – a sort of internal Facebook where they share content and chat about their work.

With 12,000 students and almost 1000 members of staff, UWL is situated in West London with sites in Ealing and Brentford. Rated as the "best modern university in London" by The Guardian University Guide 2012, UWL is one of the leading employer-engaged universities in the country. Office 365 for education has gone a long way in helping IT Services at UWL realise its strategic aim to "support a personalised experience, seamlessly bringing together all academic, administrative and social IT systems, so that teaching and learning can be tailored to meet the needs of each individual student."

Mauli Arora, Office 365 for education Project Manager, will share UWL's journey into the Cloud, show what we've achieved so far, and outline some of the exciting developments to follow.

Mobile Messaging in Community Education — Further findings & Legacy

Submitting Author

Matt Smith

Theme

Mainstreaming

Tags

learnerEngagement, mobile, motivation, projectFindings, retention, SMS

Specifically, the project aimed to:

- Investigate whether the intervention of technology, particularly the use of text messaging, would help improve retention in community education GCSE provision.
- Demonstrate specifically how mobile messaging can aid the learning & support of learners
- Demonstrate how educators can use mobile messaging to enhance teaching and learning strategies to support learners
- Identify and overcome barriers to implementation of mobile technologies in learning and teaching, where the learner is relied upon to provide their own equipment
- Produce a bank of high quality reports and resources for the wider community

We have reported, to date, on the findings up to January 2012 on project close, but we have continued to look a the effect on retention for using the technology beyond the project up to the end of the academic year. We will also talk about how we have gone about embedding the outcomes of the project and the legacy that it has had.

As of January 2012, most of the courses involved in the project had shown improvements in retention. By the time of ALT-C we will be able to provide the complete picture for the year. Qualitative feedback of using the technology, in teaching and learning, rather than just marketing or student support, has been resoundingly positive. Learners felt supported in their subject, the technology urged them to progress and maintain engagement with the course. Learners without equipment or not willing to take part did not feel excluded.

The use of SMS was positively received by learners, when used outside the classroom. Inside, learners felt the flow of the class was disrupted to some extent. Learners indicated that use of the technology it encouraged them to revisit topics covered or prepare for a future class.

Many barriers could have presented themselves as we were expecting learners to firstly own a device, secondly use the device as part of learning, and thirdly, communicate with tutors via SMS at their own expense. Some issues did emerge. But not related to those mentioned.

The retention data is still being gathered and the JISC embedding benefits programme is ensuring that this will be completed. Thus, these outcomes will not be concluded until the end of the academic year, but before ALT-C. However, data up to January 2011 indicated that the technology was having a positive effect on retention. The qualitative feedback from tutors and learners was extremely positive and demonstrated that SMS was a popular technology for support. The support provided via the technology was extremely positively commented on by learners (http://ilt.coleggwent.ac.uk/swani/?page_id=392).

Issues surrounding digital divide were considered and partly led to the choice of SMS over other messaging services. It was felt that as you move to messaging applications that required more sophisitated equipment then the digital divide would become more apparent. SMS was chosen as the main messaging technology as it is available on the most basic of handsets. This ensured that there were lower barriers in terms of access to messaging technology. The choice of SMS was used itself to level the playing field for learners. Even though SMS was selected, there were still some learners who struggled at times due to lack of credit. However, learners placed a level on importance on the messaging who appreciated and generally did not object to using credit for their learning.

Creativity in the Classroom: Transforming Templates Into Tour De Force

Submitting Author

Jeff Borden

Theme

Problem solving

Tags

confrontingReality, creativity, effectiveSolutions, enthusingLearners, pioneeringUses

This Pecha Kucha session will provide participants with an understanding of why creativity in education matters and why education has underserved students in this area, illustrate a few creative ideas around content delivery, assessment, and collaboration, and apply all of this back to the classroom. The theoretical framework for this presentation will include research from visionaries such as Sir Ken Robinson, Dr. Chris Dede, and more.

The presenter uses considerable technology-based initiatives in his own classroom and this session is important for staff wanting to take their course to the next level. From an immersive environment to a serious game to rich, technology based assets, this presentation will give a taste of what is possible and what is desirous to make education a serious agent of change, rather than a necessary hurdle for students.

Participants can expect to leave the presentation with at least 3 creative ideas which can be implemented immediately in their ownclassrooms or programs of study, with a number of potential creative ideas to explore over time, regardless of their subject.

Finally, academic staff will leave with a very large list of free web-based assets, all of which can be used to increase the propensity for learning within their classroom, either online or on-ground, regardless of subject matter.

Can a computer marked exam improve retention?

Submitting Author

Jon Rosewell

Theme

Problem solving

Tags

effectiveSolutions, mainstreaming

Distance learning modules (particularly low-cost introductory and enrichment modules) may show poor retention compared to traditional campus courses. The perceived difficulty of exams and end-of-module assessments (EMA) appears to deter some students from submitting. In contrast, interactive computer-marked assignments (iCMA) are typically attempted by most students.

Can retention therefore be improved by changing the format of part of the final assessment to an iCMA?

Robotics and the meaning of life is a 10-point, 10-week general-interest Open University module. The assessment comprised a mid-module iCMA and a final written EMA. The iCMA (a Moodle quiz) provided detailed feedback only after the submission deadline. The EMA included short-answer questions, a programming question and an essay. The EMA was script-marked and feedback limited to overall score and performance profile provided well after the end of the course.

The intervention simply replaced the script-marked short-answer questions by a second iCMA covering the same content with similar questions. The programming and essay questions were retained unchanged as a written, script-marked EMA.

The hypothesis to be tested was that retention would increase: students would be more likely to submit the final iCMA, their confidence would increase, and they would be motivated to submit the written EMA.

Quantitative data were gathered for patterns of submission, course completion and pass rates for two presentations (124 and 220 students); data were also available for thirteen previous presentations (1814 students). Structured interviews were carried out to probe student preferences, confidence and engagement.

More students submitted the iCMA (86%) than the EMA (81%). Although they had the same deadline, 91% of students submitted the iCMA before the EMA. They submitted the iCMA well in advance of the deadline (median 4 days 15 hrs) but kept the EMA open as long as possible (median 18 hrs before deadline; 11% submitted in the final hour). These patterns strongly suggest that students were more confident with the iCMA than the EMA. Completion rates were the highest recorded: 88% and 89% compared to 79% for pre-intervention presentations. Overall pass rates were also improved (83% and 85% c.f. 76%). This can be ascribed to improved submission rates alone: the pass rate and mean scores among those who submit were unchanged giving confidence that the assessment difficulty was unaltered.

Student interviews suggested that students did attempt the final iCMA before the EMA and had greater confidence in obtaining a good mark for the iCMA than the EMA. Students valued the mix of assessment methods and felt it produced a robust result; although some expressed concern over the correctness of computer marking, they appreciated the detailed feedback it provided.

This intervention suggests that a change of assessment format can improve student engagement and pass rates without compromising rigour.

Education 3.0: From Computers to Creativity to Curriculum Integration and Beyond

Submitting Author

Jeff Borden

Theme

Openness and sharing

Tags

confrontingReality, creativity, effectiveness, effectiveSolutions, enthusingLearners, pioneeringUses, problemSolving

As technology informs educational processes for delivery, assessment, content creation, and more, the evolution of that technology is transforming teaching and learning. But, as we shift from Web 2.0 to Web 3.0, education must filter through the glitz and "shiny objects" to best understand what actually works and what does not. This presentation will draw on educational best practices from past to present (and even look to the future). From Bloom to Kolb to Johnson and Johnson, rote memorization to authentic assessment, learning theory to practical application, the World Wide Web has tools that not only help educators promote sound pedagogy, but advance it. Beyond Web 2.0, Internet based technology can be utilized in various contexts and techniques to encourage learning from all student types. From simulation to collaborative learning, web based instruction can facilitate learning across generations, gender, and learning preferences.

This session will include several interactive components. Modeling the best practice of Tell, Show, Do, Review, Ask, the presenter will employ various methods to shift focus and engage learners throughout the presentation. From two serious games to audience polling via SMS to small group collaboration exercises to iPad usage (passing out a device with directions for audience members in order to participate), this session will showcase the very suggestions being made.

Participants will leave this presentation with an extensive list of web resources, most of which are free, that instructors and developers can use in the classroom (on ground or online). Participants will also leave with access to a "Creativity" course, illustrating education technology concepts from instructors around the globe.

During this session, participants will both see examples of and hear theory specific to practical strategies for both presentation and assessment in the classroom including:

- Learning Styles — realistic classroom expectations for brain / learning theory

- Generational Learning Theory

- Best Practices in Delivery

- Authentic Tasks and Assessment Techniques

- Technology Infusion — including social networks, communication, interaction, simulations, Web 2.0, Widgets, etc.

- Educational Variance

- Curriculum Integration

Choose Your Own Adventure

Submitting Author

Jeff Borden

Theme

Openness and sharing

Tags

ARG, confrontingReality, creativity, effectiveness, effectiveSolutions, enthusingLearners, pioneeringUses, problemSolving, seriousGames, technology

How can students craft and create meaningful pathways through your supplemented, hybrid, or online course? Infusing technology from mobile to websites to a VLE and beyond, come and participate in some creative ways to get your students interacting with you, their peers, and the content.

This session will give participants a template, based on an old child's book strategy, to create individualized learning paths for students, based on outcomes, presentation, and assessment, through various apps, mobile sites, free websites, and conditional release. Using an ARG (Alternative Reality Game), various polls, and small group projects, attendees will both see and experience ways to incorporate these choice-based learning assets into their specific curriculum. Ideally, attendees will come with a notebook computer, tablet device, or mobile device so as to participate in the various serious games, polls, and collaboration events demonstrated during the session.

Participants will see illustrations of personalization at the content level, unit level, and course level, with allusions to program level personalization discussed as well. Session attendees will see technologies and tools (both proprietary and open source) that can be leveraged to both create and map individualized learning paths in online courses. Be prepared to share, work together, and play during this highly interactive experience.

The theoretical underpinnings of this presentation are based on several well known, very scholarly thought leaders such as Mezirow (2000 — Transformative Learning), Bloom (1956 — Differentiation), Vygotsky (1978 — Social Learning Theory), and Kapp (2011 — Gamification in Learning). Each element of application will be tied back to these theoretical elements (with a few smaller, but referenced scholars as well).

Additionally, theory around technology and education reform from current scholars and visionaries (Pink — 2010, Pariser — 2011, Wolfram C. — 2011, McGonigal — 2012, etc) will be used to suggest a modern approach to each concept. This will allow the curriclum to be tied not only to academic theory, but technological best practice.

Finally, participants can expect to walk away from the workshop with several, immediate implementations for the classroom. These are based on experience of the practitioner, related anecdotes based on hundreds of professorial interviews, journal & periodical narratives, and a few based on speculation from success in other industries.

Guiding e-learning: from theory to realisation

Submitting Authors

Claire Spiret, Shirley Williams,
Rachel McCrindle, Yota Dimitriadi

Theme

Mainstreaming

Tags

confrontingReality, experience,
international, leadership,
nonFormalLearning

With ten million Girl Guides and Girl Scouts from 145 countries, the World Association of Girl Guides and Girl Scouts (WAGGGS) is the largest voluntary movement dedicated to girls and young women in the world. It supports girls and young women to develop their full potential, as active citizens of the world, with a focus on leadership development, community action, and advocacy campaigns.

Introducing technology into education is challenging (Collins and Halverson, 2010), and there are concerns that this may further marginalise the deprived (Carr-Chellman, 2005). This work confronts the realities of introducing e-learning to WAGGGS; with the aim that more leaders, especially young women, will be able to experience the development programme (WLDP), currently delivered face-to-face.

The project started in June 2010 with desk research of current e-learning practice; combined with technological and pedagogical audits; providing a good understanding of the stakeholders and materials. The technology audit sought to understand what technologies potential participants and facilitators were familiar with and the differences around the world. The audit highlighted many issues, from rolling power cuts in rural Africa impacting on the availability of technologies, to the inseparable relationship of some members and their mobile devices. The pedagogic audit concentrated on existing training materials used by individual members and in face-to-face group events. This highlighted the Guiding ethos of non-formal learning in an intercultural context, the differentiation methods built in to accommodate for age variation,s and the range of quality materials available.

Following this initial work a prototype e-learning system has been developed based on the Moodle platform, and the first international trials will take place in March/April 2012.

The results of the first international trials will be reported and compared with expectations of the planning stage, highlighting where things went well and where there were surprises. The actions taken before the second set of trials will also be presented, it is expected that the second set (scheduled for the early summer) of trials will include a multi-lingual aspect.

The paper highlights areas of importance when planning and implementing e-learning in a large international organisation, from the initial theories of the desk research, to the realisation of using it with a large multi-lingual international group.

The session is important as it addresses the realties of delivering e-learning overcoming difficulties ranging from rolling blackouts of power through time zone differences to lack of common languages. Internationalisation is becoming increasingly important across many educational sectors.

This work is part of a Knowledge Transfer Partnership (KTP) project between the University of Reading and the World Association for Girl Guides and Girl Scouts (WAGGGS) with funding from the Economic & Social Research Council and the Technology Strategy Board.

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I spy: originality in a visual world

Submitting Authors

Leigh Garrett, John Collomosse, Amy Robinson

Theme

Problem solving

Tags

arts, innovation, learning, pilot, plagiarism, referencing, visual, visualPlagiarism, visualSearching

Over recent years the higher education sector has become increasingly aware of and anxious about the apparent increasing incidence of plagiarism. While not a new phenomenon, the apparent increase in plagiarism is often considered to be the result of the increasing use and growth of the Internet. However, others have pointed to changes to practices within the higher education sector such as the "massification" of education provision; the increased use of coursework in assessment and the importance of grades and increased competition; the failure to ensure students have fully grasped the concepts of plagiarism and academic integrity; and the inability of institutions to detect and deter plagiarism effectively. Whatever the cause, a great deal of research, investment and engagement has been undertaken in recent years focusing on the defining, detecting and deterring of text based plagiarism and some researchers have identified inconsistencies in approach and practice between staff and institutions.

Yet, despite significant concerns in the visual arts, in comparison with text-based submissions, relatively little work has been undertaken in the area of non-text based plagiarism (Blythman et al, 2007). This collaborative project, funded by the Joint Information Systems Committee (JISC), seeks to address this by innovatively modelling the use of specialist visual search technology and piloting its application to support learning and teaching in the arts through the identification and detection of incidents of plagiarism in visual submissions.

Starting in May 2011 the project team has undertaken an environmental and user analysis; developed a demonstrator service; and completed a series of pilot workshops with specialist arts institutions. This interactive workshop will outline the scope, method and outcomes of the project and provide participants with an opportunity to explore the nature of plagiarism in visual media, to investigate and test the demonstrator service and provide the project team with feedback.

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The Head in the box' — using tablet technology to support learning and teaching

Submitting Authors

Claire Hamshire, Hannah Crumbleholme

Theme

Mainstreaming

Tags

enthusingLearners, mainstreaming, problemSolving

Higher education is undergoing unprecedented change and universities must adjust to meet the needs of students, within a competitive market. Excellence in teaching and learning is therefore fundamental to ensure that we enhance the educational experience of all and make learning more flexible and accessible. Technology has a key part to play in supporting the core processes of learning, teaching and assessment and providing effective modes of delivery and the reality is that mobile devices are now a significant part of the grain of everyday life (Pettit & Kukulska-Hulme 2007). New generations of students presume that universities will make use of these new resources (Prensky 2010) and Ipads have been identified as having the potential to transform learning (Smith 2011).

The purpose of this project was to pioneer new ways of enthusing learners in class based settings, to meet the needs of a diverse student population by exploring the use of ipad2 tablets within the Faculty of Health, Psychology and Social Care at Manchester Metropolitan University. The focus was on promoting active engagement with classroom based activities. As such the ipads have been used to encourage collaborative learning, allow instant replay and review of skills performance and promote interaction within large lecture theatres.

The faculty purchased a stock of ipads which are available through a booking system to all academics. Members of staff are invited to submit a short proposal outlining details of how they plan to use the ipad and to request the installation of apps as appropriate. The proposals are reviewed by the project leaders to ensure that the aims are achievable within existing institutional parameters. Once the proposal has been reviewed and accepted members of staff are given the opportunity to attend a short tutorial on ipad functionality so to equip them with the necessary skills to use the ipad effectively within the classroom with students.

The motivation for carrying out this study was to explore the students learning experiences of using the ipads and the staff perceptions of the value added. With this in mind the project was evaluated using a mixed methods design carried out via focus groups and comment notes of both staff and students. Feedback to date has been overwhelmingly positive.

We will discuss the successes and challenges raised by the project, as well as future developments and potential wider implications for ipad usage.

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ePortfolio as a mirror: Trainee teachers reflecting on their learning through digital narrative

Submitting Authors

Helen Boulton, Andrew Csizmadia

Theme

Sustainability

Tags

ChallengesForTheFuture, DigitalStorytelling, educatingTeachers, ePortfolios, professionalDevelopment, sustainability

Portfolios of authentic evidence for professional competencies have formed part of teacher training and lifelong learning for many years. More recently aspirational teacher educators across Europe have successfully embedded ePortfolios in teacher training programmes (Granberg, 2010). However, research into how ePortfolios can impact on the development of reflective practice in teacher training is under-researched. This research investigates whether an ePortfolio tool can help pre-service teachers to become reflective practitioners and whether it can continue to support reflective practice post qualification.

The paper reports longitudinal research projects at two UK universities, part funded by the Training and Development Agency, focussed on primary and secondary pre-service teachers (1 year project). The aims of the research were to consider the potential development of an ePortfolio engagement model for contextualised, critical reflection and digital storytelling. The methodological framework was that of action research with both quantitative and qualitative data collected and analysed. A multiperspective account has been generated encompassing experiences from preservice teachers and NQTs (+50) who developed a multimodal, authentic and reflective ePortfolio whilst at University. A focus group of school Senior Managers (103 schools: 78 secondary schools; 25 primary schools) have provided further rich contextual data.

The research identifies how ePortfolios provided trainee teachers with an opportunity to develop as reflective practitioners in a more evolutionary way using 'e-flection', encompassing as it does reflections that are both evolutionary and online. This is in line with Schon's ideas of reflection on action (Schon, 1983) as the research indicates that pre-service teachers were using the ePortfolio after teaching, to reflect on their teaching and learning as a past experience. The research explores how reflecting online provides opportunities to develop criticality through making links to evidence in a way that is difficult for paper-based systems and provides a richer opportunity for formative feedback. The findings also indicate how pre-service teachers, through reflection in their ePortfolio, develop a professional identity and personal philosophy for teaching through their developing reflective practice which they can continue to develop during their career.

The results of the research provide evidence for HEIs considering ePortfolios for developing reflective practice and indicates that ePortfolios have significance for future activities for both HEIs considering ePortfolios for pre-service teachers, and for schools looking for new ways to support staff in developing a lifelong learning resource evidencing professional identity. Alignment can also be made with developing reflective practice in undergraduate programmes across a range of disciplines.

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Addressing the Gap: are we really meeting the needs of our students?

Submitting Author

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Theme

Sustainability

Tags

confrontingReality, experience, learnerVoice, schools, sustainableApproaches, web2.0

The term 'digital natives' (Prenskey, 2001) or the 'Net generation' (Tapscott, 1998) have been frequently used in current discourse referring to those who have grown up in a world where digital technologies are part of everyday life. However, as Bennett, Maton and Kervin (2008) point out the development of such terms, and the underpinning beliefs, can result in false expectations in the digital literacy capabilities of students in Higher Education (HE). Still the discourse persists, even after some of the originators of the idea have begun to distance themselves from it.

HE institutions include digital literacy as an essential graduate attribute, but few have yet examined the students' perception of this key attribute and how prepared undergraduates believe they are to compete in a technologically driven market economy. This short paper presents research which examined the perceptions and experiences of students in the School of Education at Nottingham Trent University, UK. Student representatives across all programmes completed an on-line questionnaire to identify the range of technologies they had experienced and whether they perceived they would be digitally capable by the end of their course. Key results indicate that students experiences do not meet their expectations.

The paper will examine the term 'digital native', from the perspective of the undergraduate student; briefly explore to what extent ICT in schools prepares students with the skills, knowledge and understanding needed required by undergraduates; identify and examine the gap between the perceived needs of students and the way in which lecturers integrate new technologies to develop digitally capable graduates; and discusses the question 'are we really meeting the needs of our students?' The paper will conclude by considering how we move from the traditional narratives that offer complete acceptance or rejection of the term 'digital natives' and examining how HE can support students by developing a sustainable model to becoming digitally capable, thus contributing to the current rhetoric surrounding digital literacy in Higher Education.

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Is online learning an effective way to undertake an MBA?

Submitting Authors

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Theme

Mainstreaming

Tags

learning, MBA, online

Online education has been subjected to praise as well as criticism with one of the most common criticisms relating to the quality of educational outcomes from e-learning. The purpose of this research project is to assess whether it is effective to undertake a quality MBA in a 100% online format, with consideration for the commonly stated objectives of an MBA program.

The determination of quality was assessed exclusively by the students' feedback as to how well they felt the program they undertook, met the typical learning objectives of an MBA viz.:

1. Acquiring broad business knowledge and tools

2. Acquiring strategic thinking and analysis skills

3. Applying learning to complex problems and scenarios

4. Working and collaborating in teams across cultures

5. Thinking creatively using an entrepreneurial mindset

6. Developing written presentation skills

7. Developing verbal presentation skills

8. Using technology to support business decisions

9. Understanding the role of ethics, values and guiding behaviours; and

10. Acquiring self-awareness.

The population explored included past and present MBA students and faculty at 21 learning institutions around the world across different delivery modes, i.e. face-to-face, hybrid or 100% online programs. The principal data-gathering tools included two surveys, one for students and the other for faculty, in addition to structured interviews conducted through a mixture of telephone and face-to-face interviews with both populations. The quality of the learning process is clearly a function of the learning design and content, the assessment process, the role played by faculty in supporting the learning process and the students themselves. While information was collected relating to the general design of the learning processes in different MBA programs, and the student's perceptions on the relative effectiveness of the processes; it was not systematically compared and contrasted between the different schools within the study. The student responses to the surveys support the notion that a 100% online delivery mode is an effective way of achieving most of the learning objectives of a typical MBA, with the only exception being "development of verbal communication skills." The study revealed that some quantitative subjects such as Finance and Data Analysis are more difficult without face-to-face knowledge transfer processes. It was noted that older students were more satisfied with this channel of delivery than younger students. The study also uncovered that there was no significant relationship between age, gender, ethnic grouping, and possession of English as a first language on perceived effectiveness of online learning in MBA programs.

The study supports the notion that a purely online MBA can be as effective as a conventional face-to-face one in terms of achieving most if not all the learning objectives.

Using Ultra-Portable Video Equipment and YouTube to Improve Reflective Practice

Submitting Author

Daniel Harding

Theme

Mainstreaming

Tags

enthusingLearners,
mainstreaming, mobileDevices,
reflection, video,
workBasedLearning, youTube

Postgraduate students studying MA and MSc programmes were given the opportunity to utilise ultra-portable video equipment to enhance their reflective practice whilst on internship placements. Led by strong pedagogic evidence and a student demand for specialised equipment, 8 student volunteers were equipped with Flip video cameras to create weekly diary entries, privately shared via YouTube. Reflective exercises had previously been recorded as blog entries, however, despite persistent encouragement they failed to capture student enthusiasm, proving unsuccessful as a communicative link between themselves and academic supervisors.

The potential for mobile devices to unlock 'new spaces' for learning was an exciting prospect, especially as we believed that this type of assessment had the capacity for development (Stone, 2009). Combining visual and auditory material as deliverable objects has long been recognised as having educational potential, creating opportunities for user-generated content within mainstream programmes (Mayer, 2002). Although an audio only approach (podcasting) was considered, video promised to further enrich the student's experience and would prove particularly useful within this context.

By utilising intuitive technology, we hoped to persuade students and academics to engage with learning technology despite some showing reluctance in the past. For this reason, the Flip camera's reputation made it an ideal choice, promoting digital skills whilst avoiding the need for intensive I.T. support. Furthermore, YouTube's seamless integration with the Flip's in-built software was beneficial for both support staff and students given the limited resources available. Should the project have encouraged the use of student's personal devices (laptops, smartphones etc.), the implications for supporting a larger range of devices would have jeopardised the overall aim of the project. This said, it is something that is being considered for future projects given the increase in internship applications.

Feedback was extremely positive, with all students recommending it as a useful tool for other internship participants. Benefits included improved English (for those whom English was not their first language) and improved recall of information for the purposes of final presentations and report writing. Students also reported the Flip cameras easy to use with most having little difficulty uploading the video material. Discussions with staff upheld this finding, validating the choice of technology and demonstrating its appropriateness for all. Main sources of support came via an initial workshop, 'how-to' guides and email correspondence.

During the 30 minute session, attendees will be able to understand the processes which led to the project's introduction, view student testimonials and gain hands-on experience with the video equipment. The session is broadly aimed at academic and support staff and intends to demonstrate how intuitive technology can be utilised without the need for intensive I.T. support. Time will be allowed at the end of the session for questions and discussion.

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Creating Course Content: Enhancing the Student Learning Experience without Overloading Academics

Submitting Author

Mike Highfield

Theme

Mainstreaming

Tags

3EModel, curriculumEnhancement, mainstreaming, sustainable, sustainableModels, TEL, VLE, Xerte

A 2011 student survey at the University of Exeter revealed an interesting problem. Whilst student satisfaction with the virtual learning environment was very high, there were notable comments in the survey data around the desire to revieve more high quality media rich online learning resources. The University in it's TEL strategy (Exeter, 2010) as two aims which include:

- Create a culture of sharing and reusing quality content
- Promote innovation and creativity in the use of technology enhanced learning to enhance the curriculum

To address these aims and the student feedback funding was secured for four staff within the existing e-learning team whose role is to enhance the undergraduate experience of online learning across the institution. Curriculum enhancement work had already been started and a model based loosely on the 3E model of Enhance, Extend, Empower (Smyth 2007) had been adopted.

Enhancement of the VLE platform, and Extending the capabilities and skills of staff was already taking place through existing projects and embedding the TEL strategy, the aim of the new team was to Empower staff to create high quality, media rich materials.

The challenge for the team was how to improve and enhance the student learning experience in such a way that was cost-effective, sustainable and had sufficient economies of scale to permit development across over 2000 existing undergraduate modules.

A number of interlinking activities have taken place over the past year to support the planned curriculum enhancement:

1. The appointment of the core central team (Exeter Online Learning) charged with creating high quality multimedia learning objects.

2. Investment in a training and support infrastructure to enable academics to create their own multimedia learning objects using a defined "toolkit" of open source or free authoring resources, supported by the central team.

3. The purchase of 10 "surface tables" in a £250k initiative designed to extend the range of teaching and learning opportunities using digital media in face to face delivery.

Results:

4. By March 2012, only sixth months after the establishment of the Exeter Online Learning Team, over 30 modules have detailed designs for over 200 learning objects. Already a number of learning objects are deployed for student use students and they have yielded positive feedback. One academic commented:

""The students have been really impressed with the videos and have commented positively on this particular way of using ELE to deliver learning content."

5. By September 2012, the team will have made available an instance of XERTE (University of Nottingham/ JISC) to further extend academic staff engagement in the creation of media-rich learning materials. Pilot testing of the XERTE toolkit and focus group evaluations have been undertaken with strong evidence of an improved learning experience for students.

6. With the launch of the Forum (a new innovative learning and social space) the surface table initiative has 50 academics timetabled for 30 hour per week in the surface table suite. This serves over 2000 students per annum using a curriculum enriched by multimedia learning objects generated by the central team or by academic staff.

Engaging academics can only prove fruitful if there is a commitment to relieve them of significant workload. The model for development of multimedia learning objects by a central team has proved to be scalable and the process efficient — but it is costly. 360 credits worth of learning objects is approximately £120,000 per annum. Clearly, the scale of investment required to significantly enhance the quality of all modules in the VLE, using a central team, may be prohibitive. Therefore, the XERTE "toolkit" strategy of providing the resources, training and support for the academic community, linked to the use of surface tables as a key medium for their development, is pivotal to significantly enhancing the student experience without adding an excessive workload to academic staff.

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Rules of engagement: developing the online tutor

Submitting Authors

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Theme

Openness and sharing

Tags

confrontingReality, CPD, distanceLearning, effectiveSolutions, enthusingLearners, informalLearning, mainstreaming, onlineTutoring, problemSolving, savingMoney, sharingKnowledge, sustainableModels, web2.0

This paper considers staff development in a context that is familiar and problematic to teaching teams in tertiary education everywhere, that of delivering online programmes with an ever-decreasing complement of staff. The Teaching Qualification Further Education (TQFE) teaching team at University of Dundee confronted the reality of reduced staff numbers by centralising tutoring and support for programme participants. The new system involves standardising tutoring as far as possible through generic email, blog and microblog accounts, all badged 'TQFE-Tutor' and staffed on a rota basis.

Once the new 'rules of engagement' via TQFE-Tutor were in place, it became clear that in addition to benefits in terms of student support, the system had instigated other unintended positive consequences: opportunities for informal staff development and the promotion of effective team working. It is these unintended consequences which this paper explores. Staff are dispersed geographically and programme-related activities account for differing proportions of their time, from 0.1 to 1.0 FTE; they almost exclusively conduct their programme work online and that is therefore the ideal situation for their own staff development (Boud, 1999; Cornelius and Macdonald, 2008).

The authors considered the following questions:

1. What development opportunities did the new system offer and were they viewed as beneficial to the team?

2. How could the new system provide further informal staff development opportunities?

3. How could the team futureproof the system against institutional and other external changes?

4. How has this collegiate approach to tutoring helped in the creation and maintenance of an effective and consistent tutor team?

Short semi-structured interviews were conducted with members of the team; these were recorded, transcribed and the resulting data analysed.

Programme tutors were highly positive in their feedback about TQFE-Tutor and welcomed the unintended opportunities for informal staff and team development. The centralised system affords an overview of colleagues' tutoring, which tutors found useful and reassuring — much in the same way that tutors in other studies have reportedly advocated peer observation of teaching schemes (see for example, Bell and Mladenovic, 2008).

TQFE programme tutors reap a range of benefits from working within their collective online identity as TQFE-Tutor. The lessons learned in this context have great potential to be adapted for use in other online programmes and tutor teams throughout the tertiary education sector.

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The Xenith Project: HTML5 and Xerte Online Toolkits

Submitting Author

Julian Tenney

Theme

Mainstreaming

Tags

accessibility, authoringTools, contentDevelopment, html5, longTermStrategy, openSource, openSourceCommunity, removingBarriers, sustainability, xerte, xerteOnlineToolkits

This demonstration will provide a comprehensive overview of the Xenith Project. Xerte Online Toolkits is a suite of tools in widespread use by teaching staff to create interactive learning materials. The Xenith Project is developing the functionality for Xerte Online Toolkits to deliver content as HTML5. Xerte Online Toolkits has used the Flash Player to present content to date. There is an increasing need for Xerte Online Toolkits to accommodate a wider range of delivery devices and platforms: iOS is a significant platform in any delivery strategy that will not support the Flash Player and demand for non-flash content is growing.

The Xenith Project has four elements:

- the development of a highly usable, highly accessible interface for navigating content on a variety of devices and platforms;
- the development of an extensible framework for templates, allowing new templates to easily be added to the system by developers, extending the functionality;
- the provision of a wide range of templates supporting different types of media and interactivity;
- input to the JLeRN Experiment.

The Xenith Project is developing an HTML5 'player' for content authored using Xerte Online Toolkits. This will allow content to be developed for delivery to a much wider range of devices than at present, and the new HTML5 runtime will be available alongside the existing Flash-based runtime, allowing existing content to migrate seamlessly to the new delivery environment.

Xerte Online Toolkits is well established in the community, and is in use in hundreds of institutions in the UK and around the world — consequently the impact of the project will be significant. The Xerte Project has strong accessibility credentials, and JISC TechDIS are working with the project to develop a highly accessible interface for navigating the content, and are contributing accessibility best practice and helping with user testing with learners with different access needs.

Content creators use Xerte Online Toolkits by assembling different types of pages to present different types of media and interactivity. These pages are created from a set of over 60 templates. The Xenith Project will provide HTML5-based templates for all the suitable templates in the suite and provide a modular, easily extensible framework for developers to extend the tools with their own templates.

The Xenith Project is led by the University of Nottingham, with contributions from JISC TechDIS, EDINA and Mimas. Xerte Online Toolkits is an open-source project and has an active community of users and developers who are also contributing to the development work. The demonstration will highlight the progress of the project to date. We'll talk through the key developments and challenges we've faced in migrating to HTML5, and provide a comprehensive overview of the new features and functionality.

ePortfolios for Employability – Promoting Career Learning through Business Engagement

Submitting Authors

Kirstie Coolin, Mike Leam, Sandra Winfield

Theme

Openness and sharing

Tags

addressingInstitutionalProblems, communityLearning, Employability, ePortfolio, problemSolving, ProfessionalismInLearning, studentCentred

The HE White Paper 'Students at the Heart of the System' concludes that "The relationship between universities and colleges, students and employers is crucial to ensuring that students experience the higher education they want while studying and leave their course equipped to embark on a rewarding career""(2011, p45).

Introducing the Key Information Set for September 2012 has highlighted the stark data requirements for demonstrating numerical employability statistics to prospective students, and Higher and Further Education institutions are responding by pitching their energies into addressing student employability across all academic disciplines. Thus, the Higher Education sector is ever more challenged with embedding employability into its learning and teaching.

How student expectations will be manifested is not an exact science, but increasingly the question students are asking is 'will I get a good job?' What can institutions do now to respond and do they have the structures in place?

This presentation will describe project work at the University of Nottingham which aims to join employability learning with business engagement to deliver mutually satisfactory and cohesive outcomes for student, university and employers, acknowledging their different starting points and finding common ground to promote career learning and knowledge exchange.

Increased opportunities for placements and internships are integral, as is raising student accessibility to employers. Institutions seek to widen business engagement activities to encompass not only the large 'milkround' employers, but also the small, medium and social enterprises, 3rd sector and local entrepreneur communities who comprise a significant employer base, not always considered by students.

Correspondingly, universities hold vast arrays of knowledge, skills and research of interest to these groups who in turn can offer employability learning opportunities to students, but these are often hard to access, compounded by the diversity of business engagement, career and teaching and learning processes within a large institution. The SHED project aims to join people and technologies from these areas to develop career learning and professionalism spaces for students, using ePortfolio for recording and showcase skills and interests, offering an interface for students and employers, thus contributing to student learning about employer sectors and transferable skill demand. A sister project, ESCAPES, is improving the placement learning processes from a student perspective, and embedding new practice for career learning, placement preparation and reflection through ePortfolios, thus embedding professionalism and career learning into the student's course.

Through these projects, the CIePD has sought the student voice on career learning and employability. Discussions with small businesses have revealed usability and accessibility issues in engaging with Universities. Further investigations are also underway to develop institution and community gateways to maximise professional learning through development of an online space where career learning can emerge from the boundary of University and Community.

Disruptive technologies in higher education

Submitting Author

Michael Flavin

Theme

Problem solving

Tags

activityTheory, confrontingReality, disruptiveInnovation, disruptiveTechnology, expansiveLearning, informalLearning, onlineLearning, problemSolving, VLEs

This paper analyses the role of 'disruptive' innovative technologies in higher education. In this country and elsewhere, Higher Education Institutions (HEIs) have invested significant sums in learning technologies, with Virtual Learning Environments (VLEs) being more or less universal, but these technologies have not been universally adopted and used by students and staff. Instead, other technologies not owned or controlled by HEIs are widely used to support learning and teaching. According to Christensen's theory of Disruptive Innovation (1997, 2003), these disruptive technologies are not designed explicitly to support learning and teaching in higher education, but have educational potential.

This study uses Activity Theory and Expansive Learning (Engestrom 1987, 2001) to analyse data regarding the impact of disruptive technologies. The data were obtained through a questionnaire survey about awareness and use of technologies, and through observation and interviews, exploring participants' actual practice.

The survey answers tended to endorse Disruptive Innovation theory, with participants establishing meanings for technologies through their use of them, rather than in keeping with a designer's intentions. Observation revealed that learners use a narrow range of technologies to support learning, but with a tendency to use resources other than those supplied by their HEIs. Interviews showed that participants use simple and convenient technologies to support their learning and teaching.

This study identifies a contradiction between learning technologies made available by HEIs, and technologies used in practice. There is no evidence to suggest that a wide range of technologies is being used to support learning and teaching. Instead, a small range of technologies is being used for a wide range of tasks. Students and lecturers are not dependent on their HEIs to support learning and teaching. Instead, they self-select technologies, with use weighted towards established brands. The use of technologies outside HEIs has implications for the monitoring of learning and teaching, and for the role of HEIs, which are no longer the gatekeepers to knowledge.

Transforming Assessment and Feedback for Institutional Change: The Devil is in the detail

Submitting Authors

Rachel Forsyth, Rod Cullen, Neil Ringan

Theme

Mainstreaming

Tags

effectiveSolutions, mainstreaming, problemSolving

Manchester Metropolitan University (MMU) is a large and diverse university with eight faculties teaching around 36000 students. Between them, these students submitted over 600,000 pieces of coursework for assessment in 2010/11. Managing this coursework from submission to assessment board consistently and reliably is a huge challenge. In the past, this management has been devolved to individual courses, departments and faculties with a diverse mix of paper-based and technological approaches. Current requirements for institutional oversight and public information mean that we need to adopt consistent approaches across the whole institution.

MMU is engaged in an institution-wide initiative to Enhance the Quality of Assessment for Learning (EQAL). This has implemented a standardized modular credit structure and set limits for both the number of learning outcomes and the number of summative assessments permitted per module.

The JISC funded TRAFFIC project is building on EQAL in TRansforming Assessment and Feedback For Institutional Change. Initial work has focused on capturing a snapshot of current practice in assessment and feedback across the institution in the wake of EQAL and trying to identify enablers and barriers to systematic change.

Using evidence gathered from both primary (focus groups/interviews) and secondary (programme/unit review documentation) sources, we have produced a detailed picture of current assessment practice. The EQAL project is already having an impact: by managing the number of summative assessments per unit, and the number of optional units, we have moved from having around 3800 different assignments at level 4 (2010/11) to just over 1000 (2011/12). Consequently, it is now easier take stock of assessment practice across the institution and develop specifications for the role of technology to support the organisation and administration of assessment.

A comparison of assignment types for 2010/11 with 2011/12 shows that 10% of assignments are now identified as essays, compared with 24% in 2010/11, and the number of portfolio assessments has increased from 3% to 16%.

So far we have identified three key technology-focused work packages in relation to assessment practice at MMU: electronic handling of coursework submissions; electronic assignment briefs; and effective use of e-portfolios. A process of detailed requirements gathering is ongoing and will inform development of our supporting technologies, processes and evaluation. Initial analysis indicates that a key challenge will be unpicking the detail associated with the current diversity of approaches to assessment management and rationalizing these to a common approach that meets the requirements of all stakeholders (students, academics, admin staff, managers, external examiners, etc).

The paper presents the outcomes of the requirements gathering process to date and the process maps and specifications we have developed which describe a more consistent coursework management system across the University together with an outline of implementation plans.

Mobile Xerte

Submitting Author

Julian Tenney

Theme

Openness and sharing

Tags

android, authoringTools, Flex, iOS, mobileLearing, openLearning, xerte, xerte3

Mobile Xerte is a new addition to the award-winning Xerte Project's suite of tools for Android and iOS devices. Mobile Xerte is built around the concept of 'learning spaces', or collections of open resources that can be subscribed to using the application. Learning spaces can also be created using Mobile Xerte, and shared with other users, allowing content to be readily adapted and re-purposed amongst peers, or between teachers and their learners. The application has native support for a subset of content authored using Xerte Online Toolkits, and is open source software, released under the GPL.

Several use cases will be discussed. The simplest is a tutor creating a set of resources for consumption in Mobile Xerte to support students' learning throughout a module or course. The content itself can be developed using Xerte Online Toolkits and the Learning Space is made available to students who subscribe to it using Mobile Xerte and consume the content on a phone or tablet. Learning Spaces can also include existing web-based resources suitable for delivery to a mobile device. Subscription to the content can be facilitated via a URL or a QR Code, and students can easily share this content with other users of the application. This use case will be the most familiar.

A second use case allows Learning Spaces to be created and shared using just the device by users of the application. A Learning Space — a collection of resources — is assembled using Mobile Xerte and shared directly from the phone using the network to push the underlying data onto a web server from where it can be subscribed to and consumed by others. Learning Spaces can be adapted and re-shared by users, allowing content to be easily re-assembled, embellished and re-contextualised by the learners themselves. In this use case, the divide between the user as a teacher and the user as a learner is significantly blurred.

Furthermore, as Learning Spaces are created and shared, a highly useful collection of data about collections of OER is assembled, creating interesting opportunities for the capture of data about the learning resources, such as user ratings, related resources, user comments, and to produce new opportunities to re-surface the learning resources in novel and interesting ways. Possibilities to integrate the application with existing collections of OER such as the Xpert repository are being pursued, enhancing the user's ability to find and re-use resources.

This presentation will provide a comprehensive overview of the application and discuss the experiences in its development.

Next Steps for Excellence in the Quality of e-Learning

Submitting Authors

Jon Rosewell, Karen Kear, Keith Williams

Theme

Mainstreaming

Tags

mainstreaming, QA, quality

The development of e-learning has progressed to a stage where it is becoming part of mainstream provision in higher education. Therefore the issue of assessing and sustaining the quality of e-learning must now come to the fore. Quality assessment in higher education is well-established in relation to learning and teaching generally, but what methods can be used to establish quality in the domain of e-learning?

The E-xcellence methodology for assessing quality in e-learning (EADTU 2009) is securing recognition by European and international learning organisations. It was designed to be applied to the design and delivery of e-learning in both distance learning and blended learning contexts. It supports a range of uses, from accreditation by external agencies to process improvement through internal review.

The methodology presents principles of good practice in six domains of e-learning: strategic management; curriculum design; course design; course delivery; student support; and staff support. A total of 33 benchmark statements cover these domains, and are supported by a handbook for practitioners and guidance for assessors. The handbook includes principles for quality e-learning and exemplars of good practice. Amongst the tools is an online 'QuickScan' self-evaluation questionnaire based on the E-xcellence benchmarks which is highly valued as a focus for collaborative review of e-learning programmes.

The e-learning landscape has changed since the E-xcellence methodology was first developed. In particular, the use of Open Education Resources (OECD 2007) and the application of social networking tools (Mason & Rennie 2008) were not explicitly considered in the original benchmarks. Accordingly, the E-xcellence NEXT project was instigated to produce and evaluate a revision of the benchmark criteria, associated handbook and exemplars. This paper describes the project process and initial recommendations.

A consultation exercise was carried out among E-xcellence participants. Feedback from this was brought to participatory workshops at a European Seminar on QA in e-learning in June 2011. Following this exercise, the benchmark statements were revised and are now available in beta version.

The project resources (Quickscan and manual) are being used for a series of self-evaluation and assessment seminars held at European higher education institutions. Feedback from these assessment seminars will be used to finalise materials for publication late in 2012. At that point the E-xcellence Next project will offer to the higher education community a set of self-evaluation and quality assessment tools which are fully updated to encompass social networking, Open Educational Resources and other recent developments in e-learning.

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The development of a tool to enhance online teaching materials

Submitting Author

Luke Miller

Theme

Sustainability

Tags

BlackboardLearn, Health, OnlineContentCreation, PostGraduate, Research, ScHARR, Sustainability, TeachingMaterials, UniversityOfSheffield

With recent student fee increases within UK Higher Education, institutions are increasingly turning to online education as a means to provide courses more flexibly. In the School of Health and Related Research at the University of Sheffield we are developing several new online Masters programmes within a fairly competitive timescale. These new programmes are largely distance learning enabled versions of existing modules previously delivered using a face-to-face approach. As the Learning Technologist appointed to support these courses I embarked upon the creation of a tool to help staff develop pages of content to use within the online learning environment created for these new programmes.

The historical model of a learning technologist uploading and formatting all materials themselves was not a feasible option in this scenario due to an obvious bottleneck. There was also a strategic push within the department to enable staff in becoming more self-sufficient and 'digitally literate' and hence make the development process a sustainable one. The tool was developed by myself but grew organically, working in partnership with academic staff to build the new modules during which process we became more aware of the functionality required from the tool.

The tool, named My Online Page Editor (MOPE), has many features but essentially allows staff with no experience of creating HTML pages to produce accessible, interactive and aesthetically pleasing pages of content easily. Unlike other HTML editors, MOPE is customisable and enforces a consistent style and structure on staff pages. MOPE includes many useful features such as activity boxes setting tasks with clear outcomes and timings. It also interfaces with the institutional lecture capture tool to provide web lectures in a variety of formats available 24/7 for students to revisit. MOPE creates HTML pages which are then simply dropped into the Virtual Learning Environment (Blackboard Learn), preventing a cut-and-paste-from-word mentality and the problems this can cause. The editor also offers more educationally relevant page elements than are currently available in Blackboard Learn's default editor (VTBE) and is able to present all pages within and across modules in a standardised format, which helps with signposting for students but also allows for school branding of the entire programme. Informal evaluation of the tool to date has shown it to be an incredibly useful innovation particular with staff. More recent evaluation data from students will be shared during the session.

Any institution engaged in the development and delivery of online learning may be interested in such a tool in order to improve the process by which academics and related staff can produce and upload online content. This session will be primarily a 'show and tell' event with the audience being engaged via a lively powerpoint presentation incorporating screenshots of the tool in action and evaluation data. An adoption protocol for interested partners will be discussed and potential future support mechanisms shared. Handouts will be provided to participants.

Digital Tribes and Territories: Employing Sustainable Approaches to Developing Digital Literacies

Submitting Author

Kyriaki Anagnostopoulou

Theme

Sustainability

Tags

addressingInstitutionalProblems, changeManagement, confrontingReality, digitalLiteracies, sustainableModels

Institutions are acutely aware that the digital environment in which we live rapidly changes the nature of knowledge and what it means to be an expert in a particular field. As custodians of the development of future academic literacies, we need to question how we prepare members of our community to effectively translate their subject-specific expertise, abilities, dispositions and qualities gained through the study of a discipline in ways which are appropriate in a digital society and transferable over time and across contexts.

Due to a lack of clear ownership at institutional level, digital literacies rarely form the basis of an integrated institutional strategy (Beetham, McGill and Littlejohn, 2009). Through the establishment of a number of institutional 'learning communities', the 'Professionalism in the digital Environment' (PriDE) JISC-funded project takes a highly contextualised action learning approach to defining and developing digital literacies within the subject disciplines. The multi-layered, multi-stakeholder approach has resulted in institutionally-coherent but discipline-owned statements/outcomes, which describe the digital practices and attributes of learners we should be aiming to develop. Furthermore, through the involvement of a large number of sector bodies PriDE will make ensure appropriate links are made to employability, UK Professional Standards Framework, the Researcher Development Framework, etc so as to develop sustainable concepts of digital professionalism.

Our findings show the emergence of 'digital tribes and territories' and that subject disciplines and cultures shape the definitions and the way in which development of digital literacies take place. What it means to be digitally literate in one discipline significantly varies from what it means in another — i.e. an engineer's digital practices are not the same as those exhibited by a sociologist. Although some of the digital skills, competencies and practices are the same for all subject disciplines, the ways in which they are discussed and the importance that each discipline ascribes to them differs significantly. Inherent notions of digital professionalism exist within each discipline group, however all together they work towards fostering a sense of professional identity of an HE graduate. This project has highlighted the increasing need to take the diversity of distinctive academic cultures into account when taking an institutional approach to providing support for the development of relevant employability skills appropriate to our digital society. These findings form the basis of transformational and sustainable change in the way we can develop, reward and recognise the skills, competencies and graduate attributes which are necessary for thriving in a digital society.

All the resources developed as part of the PriDE project (workshop materials, activities, definitions, etc) will be launched and made available during the ALT conference as open educational resources (OERs) for use across the wider educational sector.

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What does it take to get a coffee round here?
A barista skills training simulation

Submitting Author

Elisabeth Hilton

Theme

Problem solving

Tags

confrontingReality,
enthusingLearners,
problemSolving

Operating a Barista machine is potentially hazardous, involving the use of steam and boiling liquids. Although online video tutorials exist, these are passive and do not promote learning by doing.

Hospitality learners are typically aged 16–24, work unpredictable hours, leaving little time for formal study. For these reasons, we have developed a barista simulator.

Using elements of game play, the simulator supports the acquisition of coffee preparation skills through a hands on approach, the simulator was envisaged as a rehearsal tool.

Originally designed as a single user device the trial has revealed its value in a wider training context, including the focal point for classroom discussions and collaborative learning.

Combining Computer Assisted Assessment with Paper-based Delivery for Improved Authoring, Marking, and Reporting Efficiency

Submitting Author

Carl Kennard

Theme

Problem solving

Tags

addressingInstitutional Requirements, effectiveSolutions, highReturns, improvingProductivity, problemSolving, sustainableApproaches

This paper reports on a case study exploring how computer aided assessment (CAA) technology and OMR scanning software can be combined to create, mark, and report on paper-based exams during an eight month pilot project at Harper Adams University College conducted during 2010-2011. Funded by the institution's University Modernisation Fund (UMF), the pilot aimed to establish whether paper-based exams created using software editing tools could increase productivity and reduce the time spent creating and marking summative assessments. This required the development of new working procedures and a brand new installation of Questionmark Perception and the accompanying infrastructure.

An example of how multiple authors from varying disciplines can collaborate during assessment construction is provided and the workflow management of a phased approach to development is discussed. It provides an insight into both the successes and failures that can occur, reveals problems, for example with scanner hardware and discusses the question of whether this style of exam creation is more time-efficient than traditional methods exploring the risk that workloads will be shifted within an organisation rather than eliminated.

The project used optical mark recognition (OMR) scanning of paper answer sheets to implement automatic marking.

This format has greater limitations than online assessment but still allows institutions to employ CAA's advantages, including question banks consolidating assessment resources for use by multiple authors and assessments thus increasing economies of scale (Sclater & MacDonald, 2004, p.205-206).

Using OMR scanning is vulnerable to the same problems as online assessments and simplistic objective questions must be avoided (Sim, Holifield, & Brown, 2004, p.216).

Students submitted by filling in circles on bubble sheets for scanning into a format Questionmark could use to automatically mark and calculate students' results.

The creation of paper-based exams with multiple authors was challenging to coordinate. The pilot successfully demonstrated that procedural structures are essential. Establishing these from the beginning made it easier to track assessments' development achieving minimal deadline slippage.

The project successfully combined the efforts of five lecturers and five support staff members during phased development and delivery of summative assessments.

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'It's easier to use my phone': An exploration of the use of mobile technology to communicate course information with Trainee Teachers

Submitting Author

Alison Hramiak

Theme

Problem solving

Tags

addressingInstitutionalProblems, confrontingReality, effectiveness, effectiveSolutions, enthusingLearners, pioneering, problemSolving, Uses

The technological advantages provided by mobile technology are currently being explored in Higher Education with institutions investigating and implement new ways of reaching students through their mobile devices. This paper describes an initial pilot scheme that examined how mobile technologies, specifically smart phones could be used with trainee teachers on placement in schools, to disseminate course information to them, building on previous work in this field (Bryan, 2004) and to capture good practice in doing so.

After setting up a BlackBoard (BB) site for the trainees at their request so that they had a common place to look for resources, and communicate with each other, a review at a university session revealed that this was not in fact working for them and they did not find accessing the site convenient either from home or school.

A decision was then taken to utilise their mobile phones to replace the functions that would have been covered by the BB site, as a quick survey indicated that they each had some kind of smart phone that they were using every day, and would prefer to receive academic information using this rather than via the VLE. For the remainder of their course, the tutor used text and email to communicate with the trainees rather than posting announcements and resources on the BB site.

Trainees were questioned about the use of these mobile devices using surveys and a group interview at the end of the course. An initial quantitative analysis and qualitative analysis of this data using suggests that trainees strongly prefer being able to access course information and communicate with their tutor via their phone rather than through a VLE. The mobile technology provided a more convenient and accessible means to gain the information they needed, and because they could access course information when they wanted, rather than having to find a PC or laptop from which to log onto the VLE, they felt much more connected with their tutor and the other trainees who were placed in other schools geographically separated from them.

This pilot is intended to be rolled out with greater numbers of trainees in the following academic year to see if the same positive results can be obtained with more trainees in similar situations. It does, however, raise questions about the funding and time put into creating spaces on a VLE for students (by universities and their tutors), only to find that they would prefer to use their phones.

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People, processes, technology: what really enables curriculum change?

Submitting Authors

Marianne Sheppard, Peter Bird,
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Theme

Sustainability

Tags

changeManagement,
curriculumDesign,
institutionalChange, JISC,
sustainableModels

In a period of radical reform and a climate of constant change, many universities and colleges are undertaking large-scale initiatives to develop more adaptive and agile curricula. Creating flexible and efficient systems and processes which underpin teaching excellence and a high quality experience for learners are vital to enabling greater responsiveness to increased sector demands. However, the adage that "change is one thing, progress is another" (Russell 1950, p.18) is particularly relevant at a time when driving forward sustainable curriculum change is a perennial challenge. How can it be done effectively? What are the real barriers and enablers and what role do people, processes and technology play?

The aim of the workshop is to explore these questions in more detail as three universities involved in a four-year JISC-funded programme focused on institutional approaches to curriculum change will share their experiences and strategies, tools and approaches. This will be of particular interest to participants who are involved in institutional change initiatives which involve curriculum innovation and development.

The workshop will start with a short introduction outlining the context for the session (5 minutes).

Participants will then break into three facilitated groups each focusing on either 'People', 'Processes' or 'Technology' as a theme and will identity some barriers to and enablers of curriculum change within that theme using participatory techniques (20 minutes).

Participants will then reconvene to share the outcomes of the group activity by highlighting one key barrier and one key enabler from each group (5 minutes).

This will be followed by a discussion led by a panel of participants from the three universities (Greenwich, City and Manchester Metropolitan) who will respond to the outcomes from the group activity by outlining their experiences of curriculum change, share different approaches and strategies that have been successful and highlight useful tools and resources to support sustainable change (15 minutes).

Participants will then be invited to identify which strategies and approaches have the potential to be most effective in their organisations to enable curriculum change (15 minutes).

Delegates will gain:

- An indication of the barriers and enablers to sustainable curriculum change

- Knowledge of the interplay between people, processes and technology in driving institutional change

- Insight into the types of strategies and approaches to enable curriculum change which are transferable to different contexts

- An opportunity to review and discuss some practical resources for managing successful change projects within their institutions

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Expectations and concerns: evaluating the impact of a large scale mobile learning intervention

Submitting Authors

Hilary Dexter, Tim Cappelli

Theme

Problem solving

Tags

evaluation, iPad, learning, maturity, mobile, model

Providing tablet devices to students is very costly and such mobile learning interventions call for evaluation that can support decisions about wide scale rollout. Students are almost certain to like free new technology but it remains necessary to establish the effect on their learning and learning experience and to understand the overall impact on the organisation. This paper addresses the approach taken to evaluating a significantly sized mobile learning pilot, providing iPads to the 450 4th year students in Manchester Medical School. The goals of the pilot were to improve access to learning resources, improve communications between student and school and to facilitate quality management of teaching away from the university. An intended emergent outcome was reduction of the sense of detachment felt by students in their widely distributed workplace learning environments and increase of a sense of identity as part of their 'parent' university.

The focus here is the nature of students' concerns and expectations at the start of the pilot and the degree to which they were realised during the pilot. It was expected from earlier iPad pilots in the USA that the students' prior experience and personal computing platform would influence their expectations and the ways in which they would make use of the iPads (Handy and Suter 2011). A background survey was run prior to distribution of the iPads to establish a baseline and two later surveys were designed to track changes in these areas.

The evaluation plan was constructed using a maturity model approach (Marshall and Mitchell 2007) which provides an all-round picture of the way an organisation works in a particular context, in this case the use of iPads for learning in the clinical workplace. The mid-point evaluation produced a clear set of barriers and promoters of the move towards mobile learning and a maturity map covering pedagogy, support, contexts and culture. The second half of the pilot evaluation was then focused on change occurring in relation to the barriers and promoters.

The evaluation based on the maturity model provided a whole-system view of the effects of introducing the iPads, showing how organisational change was catalysed by the intervention as well as direct effects on learning and the learning experience. Overall, the evaluation found evidence of meeting expectations with respect to the learning experience and of change towards dealing with concerns. The approach is transferable to other interventions and can be focused for aspects of particular interest to an institution.

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Promoting Academic Resources in Society (PARiS) — Opening up access to learning resources that support teachers and care providers of children with cochlear implants

Submitting Authors

Steve Stapleton, Andy Beggan, Lyndsey Allen

Theme

Openness and sharing

Tags

EarFoundation, oer, openness, OpenNottingham, PARiS, UKOER

Through the JISC/HEA funded Promoting Academic Resources in Society (PARiS) project, the Open Nottingham team at The University of Nottingham is working in partnership with the Ear foundation on the collection and release of Open Educational Resources (OER). The Ear Foundation is a third sector organisation helping deaf people and their families make the best use of technology to improve hearing and communication. The 12 month PARiS project is due to end in October 2012 and supports an identified organisational need at the Ear Foundation to expand access to training for their target audience of teachers, parents and care providers of children with cochlear implants. Public and private sector funding has been directed to the development of cochlear implant technology and surgical/scientific activity but little to the community — at home and school — the Foundation addresses this.

The Ear Foundation provides face-to-face workshops to support teachers and care givers of deaf students nationally, as well as the wider mainstream teacher community as appropriate. Approximately 3,500 delegates per year enrol on the Ear Foundation's education programme. However, with over 80,000 deaf students with cochlear implants worldwide demand inevitably outstrips the available resources. Through the PARiS project, the University is working with The Ear Foundation to widen access through the open publication of learning materials for core subject areas. The topics covered promote understanding and improve learning opportunities for children living with cochlear implants, including: overview of cochlear implantation; impact of deafness on communication and language learning (educational management & deaf children); challenges of using technology at home and school; maximising the benefit of the technology in education; monitoring progress; and the family role in language learning. These are unique resources not readily available in open formats. A number of use cases have been identified for the resources both in the UK and internationally with a number of teachers of the deaf agreeing to pilot and evaluate the resources. The evaluation phase of this project is scheduled to run from July to August 2012.

This presentation provides an overview of the project and discusses the pitfalls and benefits of moving Open Educational Resources into non-traditional areas. It evaluates the process undertaken by The Ear Foundation to decide on appropriate content for OER release, including an overview of the needs analysis and evaluation conducted with the target audience. It discusses how the resources are packaged to allow teachers to use them as teaching resources and offers and offers a case study for how OER might support commercial activity within the third sector.

How important is the development of Digital Literacies for learner success, achievement and employability in a digital society?

Submitting Authors

Andrew Comrie, Neil Witt, Peter Kilcoyne, Joe Nicholls, Andrew Eynon

Theme

Openness and sharing

Tags

digitalLiteracies, learnerEnhnacement, openness, professionalDevelopment, sharing

In launching their Digital Literacies Programme in 2011, JISC defined digital literacy as "those capabilities which fit an individual for living, learning and working in a digital society: for example, the skills to use digital tools to undertake academic research, writing and critical thinking; as part of personal development planning; and as a way of showcasing achievements.

This symposium invites delegates to discuss the following questions:

1. Is the development of learners' digital literacies a priority for FE Colleges and HEIs? What factors motivate learners to engage in activities that result in enhanced digital literacies? What impact does acquisition of digital literacy skills have for learning, success and future employment?

2. Are there differences in digital literacy support needs between learners studying on HE programme delivered in Further Education Colleges and learners in HEIs?

3. What's needed in FE Colleges and HEIs to ensure that staff are equipped with the digital literacy skills needed to support learners in a digital age.

Panel members from four projects funded by JISC's digital literacies programme will lead the discussion and contribute to it by sharing interim findings, examples and deliverables from their projects to inform the debate.

The session will be structured as follows:

- The session will be introduced by the Critical Friend for the Project Cluster (5 mins).

- Each question will be allocated 15 minutes for open discussion with a) projects invited to submit evidence and commentary from their work in support of digital literacy skills development and b) facilitated discussion involving comments and views from delegates. (45 Mins)

- Final Remarks and Summing Up (10 Mins)

The objective of the session is to give delegates greater insight into the emerging issues, challenges and benefits of investing in the development of student and staff's digital literacies in the College and HEI sectors. The outcomes for the session are:

1. To raise awareness of the JISC's Digital Literacies Programme.

2. To share emerging findings and insights relating to the development of digital literacies from four digital literacy projects.

3. To encourage others to consider the strategies and actions needed to develop digital literacy awareness and skills in their respective Colleges and HEIs.

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We'll always have PARiS (Promoting Academic Resources in Society) — sharing education for sustainability materials as Open Educational Resources

Submitting Authors

Andy Beggan, Steve Stapleton, Sarah Speight

Theme

Sustainability

Tags

HEA, JISC, OER, OpenNottingham, PARiS, UKOER

The University of Nottingham is strongly committed to the achievement of sustainability in its varied aspects and states this in its Strategic Plan and also in its Teaching and Learning Strategy. Nottingham is ranked second in the 2011 UI Green Metric World University rankings of the world's most environmentally-friendly Higher Education Institutions (HEI) and is currently part of the Higher Education Academy's (HEA) Green Academy: Curriculum for Tomorrow pilot change programme, along with 7 other HEI's forming an informal network of 'critical friends'.

Through the collection and release of open materials the JISC/HEA funded Promoting Academic Resources in Society (PARiS) project is promoting sustainable practice activities across the taught curriculum at Nottingham whilst supporting the development of sustainable practice across the HE sector as a whole. Nottingham has much provision and good practice across its campuses (UK/China/Malaysia) that supports sustainable practice, however, this provision is disparate, and not sufficiently embedded within the core business of teaching and learning. PARiS addresses this by working with staff and students to release open resources around existing Education for Sustainable (ESD) activities. These resources are focussed at undergraduate level. A recent curriculum mapping exercise and data from the National Student Survey, suggests that it is at UG level that there is the greatest need to provide generic ESD content.

The modules are being developed as part of the Nottingham Advantage Award (NAA), an initiative focusing upon the development of graduate attributes. It aims to develop the kind of competencies that employers are looking for in talented new graduates. Some modules being released are existing modules which will be enhanced through the inclusion of third party OER. Some modules will be newly created modules. This will empower the academics and students involved to create learning materials with openness in mind at the outset of the design process. This is something that was recommended by many JISC/HEA UKOER Programme phase 1 projects as a way of embedding sustainability around OER processes. It will also provide data back to the community on the benefits and barriers of creating new OER, assessed against the current Nottingham model of openly publishing existing materials.

This presentation provides an overview of the project, including: How OER is influencing the practice of teachers, How signposting of OER throughout the modules facilities wider exposure to OER for students; The benefits and challenges associated with re-using third party OER; How these modules will be delivered through the U-Now OER website, rather than the institutional VLE; How the resources are embedded within the taught curriculum and how this OER project helps explore and enhance understanding of sustainable practices/values in differing cultural contexts.

Walking through the problem space — novel pedagogy for virtual worlds

Submitting Authors

Paul Rudman, Suzanne Lavelle, Annette Cashmore

Theme

Mainstreaming

Tags

genetics, mainstreaming, secondLife, virtualWords

SWIFT (Second World Immersive Future Technology) is a three-year research project at the University of Leicester funded by the Higher Education Academy. The project investigates the use of 3D virtual worlds, primarily Second Life® (SL), to enhance teaching and learning of genetics. SWIFT has previously created and evaluated two virtual laboratories (e.g. Rudman, Lavelle, et al. 2010). Here, we report on a different, novel approach to utilising the virtual environment.

Second year Biological Science students use a laboratory to carry out experiments, evaluate data and relate their practical experience to theory. However, the higher-level skills of experimental design are difficult to practice in the laboratory, since trial and error is expensive, time-consuming, and not practical with large cohorts of students. Currently, students work in small groups on a classroom-based exercise using a set of paper cards that guide them through the decisions necessary to design the making of a medically important protein. Students may take one of many routes through the exercise, only some of which lead to a successful outcome.

However, the card task suffers from being disconnected from the laboratory work it describes. The challenge for SWIFT was to add context and interest to an otherwise abstract task. This was achieved by taking the logic embedded in the cards and representing it in physical form within the (virtual) physical space. Objects in the virtual world (e.g. lamp-posts) represent cards, with connecting paths on the ground representing decisions. Groups of three or four students (as avatars) interact with objects in turn, obtaining information and, where necessary, using (virtual) laboratory equipment. At each location the group must decide on the correct next step in making a medically important protein,; their decision is carried out by (virtually) walking to the next location.

Thus, the logical construct of a design task is represented in physical form. Incorporating (virtual) laboratory tasks adds context to the abstract logic and enables visualisation of experimental outcomes. The (virtual) physical journey represents the mental journey through a logical space, providing cues for later recall, as in the Method of Loci (Schacter, 1997). Additionally, we note that analysing the route taken (i.e. decisions made) would make possible a detailed assessment of the group understanding of the task, with the option to automatically offer customised revision suggestions.

68 students took part in the exercise, half using the paper cards and half the virtual world. All took a knowledge test before and after the exercise. Both groups showed similar significant improvements on the post-test. Most students clearly enjoyed the virtual world session and needed very little assistance in using the system or working on the task. We are currently arranging follow-up interviews to assess the student experience and interest in automated revision suggestions.

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Assessing distance learning student presentations through a shared web conference facility

Submitting Authors

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Theme

Problem solving

Tags

assessment, assessment, learningcommunity, peerassessment, synchronousonlineassessment, web-conferencing

As HEIs increasingly seek to meet the needs of students who are unable to travel to a single centre of learning, new approaches to assessment are being sought. Our use of a shared web conference facility offers one way to provide a community of learners, a way of supporting each other and engaging in a shared learning and assessment approach following the social constructivist theory within the e-environment (Salmon 2003).

Presentations offer students a degree of freedom to share their personal learning and insight. They also allow audience members an opportunity to gain from the learning content and from reflection on the process adopted and its relevance to their own learning and practice. Students who do not attend the same place of learning have submitted pre-recorded presentations for asynchronous assessment by reviewers. This limits the potential learning opportunities for other students.

The Centre for Pharmacy Postgraduate Education implemented a synchronous web conferencing system to allow students the opportunity to attend together. Each student viewed the presentations offered by others, both on screen and by video presenter uplink. Fellow students and assessors posed questions at the end of each session. This approach aligns to principles of good practice in PG, Clinical and Professional Education: Encouraging contact between students and staff and teaching students to work productively together (Chickering and Gamson 1987)

Students reflected on this session and their learning, as well as their personal grade.

Students appreciated the opportunity to see their fellow student's work and stated that they saw a benefit from seeing how modules had been applied in different practice settings. The web approach required practice, but offered good functionality both as a shared presentation tool and an assessment method. Presentations were recorded and could be viewed by assessors and external examiners.

This approach to synchronous presentation worked well and offered an appropriate method of learning and assessment for students and assessors. It facilitated a stronger student learning community. 'Technology supports a continuum of social interaction, increasing learners' ability to network with their peers and communicate with their tutors' (JISC 2010). Further work is needed to identify a cost effective web-conferencing system.

The use of a shared diary planning tool worked effectively for our small cohort of students, but additional sessions would be essential for larger groups to reduce potential for presentation fatigue, both for students and assessors.

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JISC TechDis Voices for learners — bringing synthetic speech to the mainstream

Submitting Authors

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Theme

Mainstreaming

Tags

disability, inclusion, mainstreaming, productivty

Text-to-speech technology tools allow a reader to listen to text on the screen or exported as MP3 file that they could listen to on any portable device at their leisure. These technologies can benefit many disabled learners including people with visual difficulties, learning difficulties, motor difficulties (who may find it hard to turn pages and hold books) and people with dyslexia. However in many educational institutions it is perceived as a niche disability tool only available on certain machines to support certain learners who have declared disabilities.

A high quality synthetic voice licensed for wide educational use could transform the uptake of text to speech (TTS) by:

- empowering educational establishments to provide a free high quality voice integrated into freely available text to speech tools such as DSpeech, Balabolka and WordTalk.

- adding value to other open source organisational tools such as Xerte (TTS enabled content creation tool) and In-Folio (TTS enabled evidence collection). Such tools have text to speech functionality but rely on the default operating system voices.

- improve productivity by encouraging users to convert documents to audio format for listening and learning at times and places more suited to their needs.

Text to speech offers benefits to many learners, particularly print impaired people and ESOL learners whose aural English skills may far exceed their familiarity with Roman script.

This session will introduce delegates to TechDis Jess and Jack — the two high quality text to speech voices funded by BIS and developed by Cereproc. These voices are licensed for all publicly funded post 16 providers in England and their learners. The session will go through:

- the benefits of mainstream text to speech in education (5 minutes)

- how to download and install the voices (5 minutes)

- how to set the voices to be your default system voice (5 minutes).

- demonstrations of using the voices with different free text to speech tools (10 minutes.

- consideration of how the voices can fit into a broad inclusion strategy for your institution (5 minutes).

The demonstration will be of direct benefit for anyone working in a post 16 learning provider in England but the value for money demonstrated will be of significant interest to funders and sector leaders outside the target licensees.

Journal of astonishment — a tool to increase satisfaction with exchange programmes

Submitting Authors

Claus Reinhardt, Evelyne Rosen

Theme

Problem solving

Tags

adressingInstitutionalProblems, confrontingReality, movingLearners

Many medical students use university exchange programmes to enrich their portfolio and often benefit personally as well as professionally.

However, confrontation with reality can be challenging because customs sometimes are radically different from the home country and may lead to frustration on the student and host institution side. Typical differences can be different duties, different terms for specific instruments, different approaches and manipulations, different etiquettes regarding the host institution staff as well as participation in certain customs (Reinhardt 2009). Many general cultural differences can be researched, however regarding academic exchange, guides for specific cultural and academic customs are rare (Murphy-Lejeune 2008). In order to enhance student and host academic institution satisfaction rates, the medical faculty of the University of Cologne set up a specialized information system.

In linguistic science a tool called "journal of astonishment" is used (Develotte 2006). The journal of astonishment gathers socio-cultural particularities from the perspective of a specific country (Reinhardt 2009). For our purposes we set up an interactive web based blog on the medical student exchange web site, the journal of astonishment. This blog was advertised in the intra-net for medical students and during one compulsory lecture regarding internships.

Students who are abroad could post specific particularities, ask for help and finally were expected to propose their (preliminary) solution to the particularity encountered.

Moreover students who were preparing their stay abroad could inform themselves in advance about their selected countries.

Due to varying response rates to our printed journal of astonishment we used before, we asked students going abroad for a 100€ deposit until they had posted their individual journal of astonishment. Students who were not able to pay the deposit had to designate a faculty warrantor.

Using the journal of astonishment blog diminished non illness related drop out rates by nearly 30%, improved student satisfaction by 1.7 points on a 10 point satisfaction scale as well as host academic institution satisfaction. Questionnaire analysis showed that postings from the community were considered of enormous help with regard to the handling of specific particularities encountered. Especially future female exchange students stated having benefited from the blog in order to avoid places where customs were seen as discriminating.

The deposit helped to collect rapidly information regarding many locations our students go to.

The journal of astonishment helps our students to better select and prepare an exchange to a particular academic institution. Moreover the interactive web based platform can provide spontaneous help for handling problems. The journal of astonishment is a low cost tool to enhance student and host academic institution satisfaction. In order to encourage all exchange students to post their journal a deposit proved to be beneficial.

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Mainstreaming E-learning & Innovation for teaching in Higher education

Submitting Author

Gilly Salmon

Theme

Mainstreaming

Tags

capability, capacity, Confronting, frameworks, innovation, institutional, institutional, learning, pipelines, reality, technology

This presentation provides the key framework and outcomes to date from the perspectives of strategy, context and implementations moving from 'projects' to process within 3 universities (1 in UK, 2 in Australia).

Included in the presentation are setting up innovation pipelines, fresh approaches to building academic staff capability & capacity building including scaling up CARPE DIEM learning design workshops and enabling learning research to cross faculties and move towards mainstreaming provision across the institution.

Key lessons learnt and future plans will be outlined.

The messages include

- how to achieve collaboration across academics and learning technologists

- approaches to scaling up appropropriate projects with evidence across the institution

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Open Line: not just moocin' about

Submitting Author

George Roberts

Theme

Mainstreaming

Tags

digilit, digital, education, literacy, oer, open, resources

The Open Line project is running a key element of a PG Cert in Learning and Teaching in Higher Education as a massive open online course (mooc). Through moocs the wider possibilities of education in the digital age are being explored. This mooc is a response by a popular course, which cannot meet demand in traditional format owing to issues of scalability and resourcing. The mooc improves flexibility and accessibility through open modes of delivery and promoting a dialogic community-based approach to professional development for time-poor early-career academics.

The wider aim is to stimulate discussion around culture change needed to adopt open academic practice in HE. Engagement in the mooc requires participants to adopt open academic practices and suitable open educational resources (OER) for initial professional development as teachers in higher education. The project goes beyond the resource-based discourses of OERs. Open academic practice is an element of best academic practice. If we want to be among the world's leading universities, we must adopt open academic practices on an open academic platform.

The project is aligned with the HEA UK Professional Standards Framework (PSF). Without prejudice to the detail, there is a pilot route through the mooc that will enable recognition of 50 hours of learning towards the 20 credit (200 hour) module "Learning and Teaching in Higher Education".

Last year the university adopted digital and information literacy as a key graduate attribute building on the JISC LLiDA and SLiDA projects. The mooc directly supports the embedding of digital literacy in the curriculum. The university has made a commitment to OER through the establishment of a repository with open collections. This has since been adopted by the university for both research outputs and teaching resources.

The university has a track record in community-based support developed on the JISC Learner Experience, Digital Literacies, Institutional Innovation and Users and Innovation programmes. The mooc for HE lecturer development is a unique opportunity to bring together open academic practices with active online communities.

The pedagogic principles of the mooc are founded on authentic, dialogic, personal and professional development and include:

- Distributed collaboration;
- Social citation;
- Synchronous and asynchronous online discussion around open multimedia content;
- Mobile (nomadic) learning;
- Widening access and social/global justice;
- A pedagogy based on modelling practice in professional communities.

This paper will stimulate discussion of the questions:

- What are the opportunities and risks of taking an open academic practice approach to educational development?;
- Where are the boundaries between open education principles and institutional pragmatics with respect to assessment and credentialing?;
- What aspects of learning and teaching can be taught and learned effectively through an open academic approach, and — as importantly — what, if anything, can't?

Capturing current realities and future challenges: findings from the 2012 UCISA TEL survey

Submitting Authors

Richard Walker, Julie Voce, Jebar Ahmed, Christine Battagliola

Theme

Mainstreaming

Tags

addressingInstitutionalProblems, confrontingReality, effectiveness, effectiveSolutions, evaluation., institutionalStrategies, largeScaleLT, mainstreaming, scalability, sustainableApproaches, uptake, VLEReviews, VLEs

This short paper will report on the headline findings from the UCISA 2012 Survey of Technology Enhanced Learning, which tracks developments in the use of learning technologies across the UK higher education sector. The use, management and support of a wide range of related technologies has now been monitored by six surveys, conducted between 2001 and 2012, initially by just UCISA, then for the last five surveys in association with the JISC. This sixth survey offers a longitudinal perspective of TEL developments over an 11-year period within UK higher education, focusing on the provision already in place within institutions and the current, emerging and planned patterns of learning technology use across the HE community.

The survey was distributed to 167 UK higher education institutions in January 2012, with a response rate of around 55%. The 2012 survey incorporates the core of questions from the previous surveys, thereby enabling a sector wide longitudinal analysis of e-learning developments, with special reference to institutional strategies and implementation plans encouraging the mainstreaming of learning technologies in support of learning and teaching activities. This survey also introduced a new set of open-ended free-text questions focusing on how institutions are evaluating the impact of their technology enhanced learning systems and tools on the student learning experience, addressing the value of their provision and future direction of services. New questions also addressed new services (e.g. mobile learning provision) and collaborative partnership arrangements in the delivery of TEL services to staff and students.

The session will present the key findings from the 2012 survey and through reference to previous surveys will provide some insights into how the UK HE sector is responding to the new economic realities of the post-Browne review era — specifically how funding issues may be impacting on central and local support & staffing provision and training and development opportunities. Results from the earlier surveys can be accessed at: www.ucisa.ac.uk/en/groups/ssg/surveys.aspx.

We are currently still gathering data and will be in a position to report key findings at the conference. The 2010 Survey Report pointed to some immediate consequences of the budgetary challenges on TEL provision, with institutions focusing on efficiency savings as a result of restricted budgets realised through voluntary redundancies, reorganisations and more selective staff development. The case studies that accompanied this report also highlighted the importance of networks and cross-institutional relationships in sharing services and resources, a theme that was subsequently magnified in publications such as the Online Learning Task Force's Report to HEFCE, Collaborate To Compete (Jan 2011). The 2012 Survey will track these developments, reporting on how institutions are adapting to the challenges of reduced government funding and greater student choice in the deregulated HE market through the development of new TEL services and reorganisation of existing support structures.

Understanding OER Use Among Academics in "Traditional" University Teaching

Submitting Author

Gabriel Reedy

Theme

Sustainability

Tags

AcademicDevelopment, OER, ReUse, Sustainability, Teaching

The open educational resources (OER) movement has gone from a small, grass-roots effort to a global mission supported by powerful educational, non-profit, and non-governmental organisations around the world. As the number of available resources continues to increase, problems of developing high quality resources have been surpassed by others: how can the use of OERs be encouraged, and barriers to their use be slowly broken down, so that a truly sustainable cycle of use and production can be obtained? These problems are especially acute in traditional university environments, where innvoative teaching practices and technology-enhanced learning are less common, and where OERs are rarely a part of teaching practice. This project explores in some depth the potential for OERs to be used for innovative teaching in various fields and disciplines within traditional university settings. Early-career academics, who represent the future direction of teaching in universities, are especially important in seeding innovative practice. This design-based, participative, qualitative research project worked closely with early-career academics as they explored, planned, and attempted to implement open educational resources in their teaching practice.

Participants in this qualitative enquiry project were a self-selected sample of five volunteer early-career academics from a Russell Group and a Post-1992 university in various academic subjects, including mental health, nursing, education, classics, and computer science. Participants were recruited from a postgraduate teaching qualification programme (Postgraduate Certificate in Academic Practice). A series of initial semi-structured, topical interviews were conducted with participants about their experiences with OERs, the nature of their teaching responsibilities, and what they hoped OERs could add to their teaching. Follow-up interviews focused on what participants found in their searches, how they went about evaluating resources' fitness for their own teaching, and how they found (or did not find) OERs that could be implemented in their own teaching practice. Data from the project, consisting primarily of transcripts of almost twenty hours of interviews, as well as researcher field notes collected during interactions with the participants, show that early-career academics in traditional settings need "and want"OERs. Academics elucidated a need for high-quality, innovative, interesting, and engaging learning resources for use in all modes of teaching, from seminars to VLE-based blended learning, to distance learning. Regardless of the discipline or mode of teaching, participants discussed how they faced a shortage of materials for teaching and new ideas for how to teach particularly difficult subjects, a problem that OERs might address. However, participants faced a number of barriers in attempting to find, evaluate, and use OERs. In the main, participants in this study found that they were not able to successfully complete the cycle of implmentation or reuse of OERs in their own teaching practice. The most significant barriers remained technological ones. If these highly motivated participants have difficulties bringing OERs into their practice, there is the potential that such difficulties might be magnified in more mainstream academics. This exploratory study, though not necessarily representative of all early-career academics across the Higher Education sector, nonetheless gives insights into the experiences of how early-career academics approach and use OERs, as well as the roadblocks that they encounter in the process. In so doing, this work contributes to an understanding of barriers that must be addressed in order to achieve a sustainable cycle of OER use among traditional university academics.

Final Year Projects for Large Numbers of Remote Students

Submitting Author

Adrian Jackson

Theme

Mainstreaming

Tags

effectiveness, effectiveSolutions, efficiency, experience, finalYearProjects, mainstreaming, onLineProjects, projects, scalability

Most degree qualifications in the Computing and Information Technology areas require that students undertake a final year project, which is practical in nature and synthesises material studied on the rest of the course. There may be a research component and there will also be a need for the student to demonstrate familiarity with the literature in their area.

There are several problems associated with delivering practical projects online and at a distance. Amongst these are: delivery to large numbers of students; ensuring differentiation between topics; maintaining student engagement; and ensuring that supervisors are fully engaged with the study.

We believe that these problems are addressed by our new project course, which is currently being delivered to 400 students. In the presentaiton we shall describe how the course is designed to be scaleable to larger numbers of students and how we address the problems above.

Use is made of a pre course "project choice" electronic forum where students are encouraged to discuss details of their intended projects or even just ideas about project topics. Later assessments require the students to demonstrate their involvement in the decision making process of others. Use of the forum has the major benefits of allowing the students to ensure that projects are different from others, allowing them to validate their ideas and allowing them to refine their ideas in collaboration with others. Project topics are developed by the students, not chosen from topics provided by academic staff. This is important with the numbers involved, since generating suitably diverse topics would be infeasible.

Delivery to large numbers is addressed by breaking the cohort into small groups who share related projects and a supervisor. This process is informed by both the discussions that took place on the pre course forum and the students' previous studies. This changes the problem of managing large numbers of students to one of managing a smaller number of tutors.

Student engagement is encouraged by a series of staged assessments, all addressing the learning outcomes of the course (an important component of which is student reflection) and providing results and feedback which directly contribute to the final project report. This staged assessment provides a framework for contact with supervisors and guaranteed formative feedback.

The course is currently being delivered and is generating a great deal of enthusiasm from students. We have successfully managed very high volumes of traffic on the project choice forum and are developing mechanisms to handle even higher volumes expected in the future.

This session is important to the field, as we believe we have overcome many of the problems of delivering final year projects at a distance. Others wishing to deliver such projects to large numbers of students are likely to be interested.

Secrets of Mlearning Failures: Confronting reality

Submitting Author

Thomas Cochrane

Theme

Openness and sharing

Tags

confrontingReality, heutagogy, mlearning, noSignificantDifference, pedagogy

Having implemented and evaluated over 35 mlearning projects in a variety of contexts in higher education over the past six years the author is ready to share the untold secret: not all mlearning projects succeed! This paper critiques three of the author's mlearning projects that can be classed as 'failures' and compares them to successful projects to draw out critical implications for mlearning project design and implementation to avoid common pitfalls leading to potential project failure. The paper uses the author's six critical success factors identified across the 35 mlearning projects to evaluate these three projects, and concludes that projects resulting in 'no significant difference' (Reeves, 2005) in pedagogical outcomes are the result of attempts to shoehorn old pedagogies into new technologies. Lecturer professional development and sustained collaborative support are critical to fostering new pedagogies utilizing the unique affordances of mobile devices.

The paper is based upon the author's experience of longitudinal participatory action research in mobile learning from 2006 to 2012 (Cochrane, 2011). While the author has published over 75 articles (conference papers, journal papers, book chapters, and workshops) based upon these projects over the years, most of these have focused upon the project outcomes that had successful impact upon pedagogy in a variety of contexts. However the identification of key critical incidents and understanding of the benefits of mlearning have often come from critical reflection on the 'mistakes' or failures of these projects that then led to the redesign and implementation of subsequent iterations.

Reeves (2005, 2009) argues that even when educational technology projects are described as successful often the results and impact of such projects reveal 'no significant difference' on pedagogical outcomes when compared to more traditional teaching and learning approaches, because there has been no explicit design for pedagogical change within these projects.

The presentation will focus upon several illustrative critical incidents from the three projects, and discuss (in hindsight) how significant pedagogical difference could have been achieved through these projects.

Intended Audience: Practitioners, and mlearning researchers.

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The reality of assessment — a lightweight extensible tool for help with bulk formative feedback

Submitting Author

Lee Griffiths

Theme

Mainstreaming

Tags

effectiveFeedback, efficientFeedback, electronicAssessment, electronicFeedback, feedback, formativeFeedback, turnitin

With the introduction of full fees from September 2012, HE students are likely to be more demanding about the service they are paying for and in-particular feedback on assessments. Results from the NSS for the last two years indicate that feedback needs to be improved across many intuitions (HEFCE 2011). Questions 7 on the NSS (whether feedback was prompt) in particular receives the lowest level of satisfaction across all HE institutions in the UK (HEFCE 2011).

The University of Salford is working hard to improve both the amount of formative feedback given and reduce turnaround time on assessment and has adopted the Turnitin assessment tool. Whilst Turnitin allows for detailed personal and direct feedback into a student's work, it is not always appropriate or possible to use this tool for assessment. Moreover it is not optimised for dealing with volume assessment of smaller pieces of work.

The authors are developing a simple, extensible, web-based system which allows lecturers to quickly construct a feedback tool particular to the assessment criteria of a module. The tool requires no plug-in technology and will work on all but the oldest web browsers. The interface has been optimised to reduce the input required to construct detailed feedback and the completed feedback statement can be copied into a VLE assessment feedback field with minimal effort. The tool offers multiple access meaning that staff involved in assessment on a module can contribute to the construction of a feedback statement bank for all to use. The tool has so far been in use for one semester on a first year module with a 150 students.

The module on which the tool was used was evaluated by asking students to complete an internal module evaluation questionnaire (MEQ). One question on the MEQ relates to satisfaction of feedback and is scored on a 5 point scale. Analysis of this question revealed an average score of x=3.46 (N=68) with $\ddot{I}f$=1.15 indicating a good level of satisfaction with the feedback given. This also suggests that feedback constructed in this way is at least as good as traditional methods from the students' perspective.

Initial results indicate that the tool allows individual formative feedback to be constructed quickly as work is being marked and that the amount and level of feedback given to students is satisfactory. Given the process benefits associated with the production of feedback using the tool there is scope to role it out to modules with similar assessment regimes ensuring a consistent approach to formative feedback across the department.

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Evaluation of a framework for action on feedback — Making Assessment Count

Submitting Authors

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Theme

Sustainability

Tags

assessment, feedback, sustainability

Making Assessment Count (MAC)is a framework that can be exploited in different ways to help students act on the feedback they receive on their work or help them to prepare for an assignment. This framework, together with a web based self review tool called e-Reflect, is currently being piloted by 6 institutions (Cardiff-Metropolitan University; City University, London; University of Bedfordshire; University of Greenwich; University of Reading; University of Westminster).

The MAC framework can help to focus attention ultimately on student action on feedback and, through the inclusion of e-Reflect, can provide a bridge between online reflection and face to face interaction. This presentation will present emerging themes and outputs from pilots across these institutions. The presentation will show how MAC can work for different subject areas and become embedded into institutional strategy. In addition, the impact that the MAC framework can have on staff perceptions of the role of online learning and systems will be assessed.

An inclusive review of current uses of the institutional VLE by staff and students at the University of Leicester

Submitting Authors

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Theme

Mainstreaming

Tags

Blackboard, enhancement, inclusiveApproach, innovation, Leicester, resourceAllocation, review, support, upgrade, VLE

In August 2012, the University of Leicester will carry out an upgrade of its Virtual Learning Environment (VLE), from version 9.0 to 9.1 of Blackboard. This initiative was initially driven by a need to keep step with latest product support. However, the University viewed the upgrade as an opportunity to conduct a comprehensive review of the current use of the VLE by staff and students. The results of this review will be used to scaffold pedagogical practice in how to create effective online learning environments, identify support needs and enhance the learning experience (Sachs & Gosper, 2011). No formal VLE review had been carried out at Leicester since the launch of Blackboard in 2001.

This presentation will summarise the multi-dimensional approach we adopted to conduct the review (Marshall, 2004; Kennedy et al, 2011; Jenkins et al, 2011). This comprised organisational, teaching and technological considerations, the key findings from it and their implications across the University.

Data were obtained from:

- Server logs to quantify the usage of particular tools;
- An online questionnaire to all staff (academic, administrative and central support), which explored VLE use, attitudes, needs and challenges. 262 staff responded;
- Interviews with all 32 academic departments and student-facing central services;
- A focus group involving a representative sample of students from 13 departments.

The main conclusions are:

- Blackboard is primarily used as a content repository. Uploading content to Blackboard is often seen as an administrative task (course maintenance), rather than a pedagogical one. Interactive features like discussion boards and wikis are used to a far lesser extent. The VLE is seen as an add-on to the course, rather than an integral component of it for campus-based courses. There are, however, some exceptions which may serve as models of good practice.
- Most staff see the value of 'default views' and exemplars to both themselves and the students, if used flexibly. Others expressed serious concerns about templates and the constraints that their use would entail.
- Existing training courses and resources are well used. However, departments expressed a need for extra help in preparation for the upgrade, and for contextual learning design and technical support over the longer term.
- There was consensus that the upgrade is a positive activity, as the newer version (9.1 service pack 8) will address previous complaints.

The evidence obtained through the review has informed three key aspects of the upgrade process: (1) central support for departments with the migration of existing courses into the new version of Blackboard, (2) the need for consistency and standards, exemplar learning designs and central support services, and (3) the development of the University's first VLE policy and guidelines. Pedagogical needs, not technical determinism, became a clear driver, with a focus on creating an online environment that promoted learning and teaching.

The review has also provided insights into the current use of, and attitudes towards, the institutional VLE (Al-Busaidi & Al-Shihi, 2010; Uys et al, 2011). In sum, this review has provided evidence for future resource allocation and more effective coordination within the institution to capitalise on the affordances of the new version of the VLE and respond to the changing needs and expectations of students and staff.

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Effectiveness AND efficiency: can technology really deliver both in assessment and feedback?

Submitting Author
Gill Ferrell

Theme
Mainstreaming

Tags
assessment, benefits, confrontingReality, efficiency, feedback, largeScaleLT, mainstreaming, pioneeringUses, quality

Technology-enhanced solutions are coming under increasing scrutiny as institutions aim to achieve high-quality assessment and feedback practice in more cost-effective ways. Exploring the costs and benefits of applying technology-supported approaches across whole institutions and programmes has been the focus of some recently completed projects in the Evidence and Evaluation strand of the JISC Assessment and Feedback Programme, the outcomes of which are helping to throw light on the reality behind the myths.

This symposium will encourage participants to question their assumptions about technology-supported assessment and feedback and develop greater understanding of the issues and benefits that can be expected when an initiative is implemented at scale. Talking points include:

- What are the efficiencies and enhancements that we can realistically expect from changes to assessment practices that are supported by technology?

- Is it possible to improve the effectiveness of assessment and feedback in large-group contexts and, at the same time, balance practitioner time and workload?

- Do technology-based approaches enhance or diminish the effectiveness and efficiency of student learning? What is the evidence?

- Are there hidden costs (eg staff /student training and learner support) that going mainstream with a new technology-based approach will incur? How can these costs be minimised?

The session aims to encourage debate around divergent views rather than confirm the value of technology in assessment and feedback. Project teams have undertaken separate investigations and will have arrived at different conclusions that support or qualify established beliefs. A variety of technologies will be discussed from electronic voting systems and email to e-portfolios, blogs and an online feedback system.

Structure of session and activities

a) Introduction to the session (5 mins)

b) Chairperson invites panel members to briefly state their position on the first of the four questions in the light of their findings to date (5 mins)

c) Panel members select one of the remaining three debating points to discuss in detail how they arrived at that position (7 mins x 4 speakers)

d) Chairperson opens up the session to questions and views from participants (20 mins)

e) Voting (2 mins)

The session will be chaired to enable audience members to bring forward their own views, ask questions of panel members and vote on the overarching question: Effectiveness AND efficiency — can technology really deliver both?

Participants will have the opportunity to widen their understanding of the value and risks associated with large-scale technology-supported assessment and feedback practices as a result of engaging with the outcomes of newly completed investigations. Discussions can be continued online on the Design Studio, an online toolkit which draws together outcomes and outputs from recent and current project work for sharing with the wider community.

References

JISC Assessment and Feedback programme www.jisc.ac.uk/whatwedo/programmes/elearning/assessmentandfeedback

JISC Design Studio http://jiscdesignstudio.pbworks.com

e-Portfolios: Preparing for wide-scale implementation

Submitting Author

Gordon Joyes

Theme

Mainstreaming

Tags

confrontingReality, eportfolios, mainstreaming, returnOnInvestment, wideScaleImplementation

e-Portfolios have been linked with transformative learner-centred, reflective forms of learning. Previous work on e-portfolios including a range of JISC-funded projects, the e-Portfolios infoKit (JISC infoNet) and Effective Practice with e-Portfolios guide (JISC 2008, p.5) indicate that benefits can range from the development of professional and employability skills to the facilitation of innovative models of learning, teaching and assessment. However, successful large-scale implementation of e-portfolios is still an elusive goal in many institutions (Joyes & Gray, 2010).

Recognising that the lessons learnt from existing large-scale implementations need to be distilled into an accessible resource for the guidance of others, an e-Portfolios Implementation Toolkit has been funded by JISC and developed by the University of Nottingham to enable more institutions and programmes of learning to cross the threshold from localised to mainstream use of e-portfolios.

This demonstration commences with a brief account of the methodology behind the development of the Toolkit followed by an exploration of the contents of the Toolkit from the perspective of both teaching practitioners and those leading an e-portfolio initiative. The session concludes with opportunities for participant-led enquiries from either perspective.

The participant-led aspect of the session is of key importance since it aims to demonstrate the relevance of the Toolkit to challenges currently experienced by participants. Issues raised will lead to an exploration of relevant guidance in the Toolkit and examples of practice from among the 18 case studies in the Toolkit, which include the work of further and higher education institutions in the UK, Australia and New Zealand. Five of the case studies are also available on video.

Participants will also receive a copy of Crossing the threshold: Moving e-portfolios into the mainstream (JISC 2012), a publication summarising key points for successful wide-scale e-portfolio implementation based on guidance offered by the Toolkit and its supporting case studies.

Structure and activities:

- Introduction (5 mins)

- Demonstration of Toolkit from the perspectives of managers and practitioners (10 mins)

- Presenter and group activity: Using the toolkit to identify and respond to issues (10 mins)

- Summing up and further resources (5 mins)

Participants will gain clearer understanding of the challenges and benefits of wide-scale e-portfolio implementation and will be able to explore the guidance offered by the Toolkit and its supporting case studies.

References

JISC (2012) e-Portfolio Implementation Toolkit http://tinyurl.com/epImplementationToolkit

JISC infoNet e-Portfolios infoKit www.jiscinfonet.ac.uk/e-portfolios

JISC (2012) Crossing the threshold: moving e-portfolios into the mainstream and JISC (2008) Effective Practice with e-Portfolios. Both at www.jisc.ac.uk/e-portfolio

Joyes, G. and Gray, L. (2010) The trouble with e-portfolio implementation: A threshold concepts perspective http://tinyurl.com/7u7vnvy

An EU Approved Digital Signature System

Submitting Author

Tony Toole

Theme

Problem solving

Tags

AuditRequirements, DataSecurity, Digitization, EfficiencyGains, ElectronicSignatures, ProblemSolving, WorkBasedLearning

The JISC funded SWANI project (Secure Work-based learning Administration through Networked Infrastructure) had the overall aim of creating an online administrative system for the work-based learning (WBL) programme in South West Wales that included a document authentication process that would meet EU audit requirements and hence was also acceptable to the Welsh Government for funding purposes. A further aim was to deliver a system that was significantly more time-efficient and cost-effective than the previous paper-based system, as well as enhancing the learning experience.

The problem the project sought to solve related to the stated requirement by the European Commission agency responsible for the WBL funding that signatures on all auditable documents should be hand written. As the WBL programme in Wales is supported by EU funding, all the documentation had to conform to this requirement and was hence paper based rather than digitised. However, a centralised computer based system would be far more efficient and secure and to achieve this, the signature issue needed to be addressed.

The SWANI project explored a number of digital signature systems used for audit purposed in the financial and commercial sectors. It also noted that the EU Directive on Electronic Signatures had a similar goal of establishing an accepted process for EU audit. Approaches to achieve this goal included the use of 'Qualified Certificates' for document authentication issued by an accredited 'Certificate Authority' (CA). A number of commercial CA companies have been approved by the Commission to issue such certificates and the project considered it as a possible solution. However, though approved by other areas of the Commission this and similar systems were not yet recognised by the EU funding authority for the Wales WBL programme, so another solution had to be found, at least in the short term, if full digitisation of the WBL documentation was to be achieved.

The Joomla open source content management application was chosen for the digitisation exercise and a range of WBL system documents were created that met the needs of the management and administration process in printed form and the intended efficiencies in digitised form. A significant efficiency gain was a single entry requirement for all main data fields that then populated all documents using those fields. This had the added benefit of ensuring data consistency across all documents.

The solution adopted to solve the digital signature problem was to use a digital pen which both physically recorded signatures, whilst at the same time creating a digital facsimile of the signature and adding it, together with a time record, wirelessly to the digitised document on the central database. The requirements of both the audit system and the digitised document management system were thus achieved.

The SWANI project completed the digitisation of all the WBL system documents using JOOMLA and tested the digital pen system. It shared the outcomes with officials in the Welsh Government responsible for European Commission funding and received confirmation that it met their audit requirements. The system will be trialled across the region during 2012/2013 as a new project funded by the JISC Embedding Benefits Programme. At the end of this pilot period the refined system will be made freely available to the education community. This presentation will reflect on the lessons learned from the project and the implications for other developments facing similar issues.

Mainstreaming technology-enhanced assessment practice: Exploring the issues

Submitting Author

Ros Smith

Theme

Mainstreaming

Tags

assessment, employability, entrepreneurialism, feedback, JISC, mainstreaming, sustainableModels, wideScale

Assessment and feedback lie at the heart of the learning experience yet represent on-going concerns for institutions. This workshop provides opportunities to give creative input into the work of four JISC-funded projects in further and higher education pioneering large-scale technology-based approaches to assessment and feedback practices.

The dissatisfaction of students with their assessment experiences keeps assessment and feedback high on many institutional agendas, but of similar urgency is the alignment of assessment practice with the requirements of external stakeholders. Forging new partnerships to enhance assessment brings with it the potential to improve student employability and increase the authenticity and quality of the student experience.

Despite individual examples of effective practice, many institutions, faculties and course teams have yet to put in place well-embedded, sustainable technology-enhanced assessment practices that can be applied at scale to better meet the needs of stakeholders such as learners, employers, regional enterprise initiatives and professional bodies.

It is the purpose of this session to enable participants to discuss with project teams issues relating to technology-supported practice that are most relevant to them in order to assist their institution in building new partnerships and ensuring large-scale, sustainable quality improvements in assessment and feedback.

Participants will have the opportunity to discuss technology-enhanced assessment and feedback practice under development in the JISC Assessment and Feedback programme. Participants will also be able to offer feedback to members of the project teams on their work, while considering similar applications of technology to assessment and feedback issues in their own contexts.

The projects involve a variety of cohort sizes and cover a range of disciplines so that the challenges they address and the solutions they explore are broadly representative of the sector's needs. Some of the projects have a particular interest in building collaborative partnerships and employer engagement in the design of assessment and feedback while others are focused on building a firm evidence base for programme and institution-wide change.

The workshop uses an 'interactive poster approach'. After a short introduction, participants view the posters in a round robin activity, posting their feedback and questions on the work of the projects via post-it notes.

In the second activity, participants choose two posters to explore particular issues using the post-it note comments as discussion points. The final session sums up the key learning points from the session as a whole. There will also be opportunities to continue discussions on an online community resource, the JISC Design Studio.

Timings:

- Introduction — 5 mins

- Poster round robin activity — 20 mins

- Closer exploration of issues and benefits presented by two selected projects — 30 mins

■ Summing up key points — 5 mins

References

JISC Assessment and Feedback programme www.jisc.ac.uk/whatwedo/programmes/elearning/assessmentandfeedback

JISC Design Studio http://jiscdesignstudio.pbworks.com

Piloting a Mahara ePortfolio with Undergraduate Students

Submitting Author

Carl Kennard

Theme

Problem solving

Tags

addressingInstitutionalProblems, pioneering, problemSolving, Uses

This case study explores a two year pilot ePortfolio installation at Harper Adams University College, an institution specialising in the agricultural sector. The geographically dispersed placements make it difficult for tutors to make regular visits and a system allowing students to provide evidence of personal development was required. It was hoped ePortfolios would provide a successful alternative to the traditional paper-based format.

EPortfolios offer students a personal web-space for uploading work in electronic formats (Clegg, Hudson, & Mitchell, 2005, p.11). These resources are referred to as artefacts (Hallam & Creagh, 2010, p180). EPortfolios have increasingly become the focus for the use of technology in personal and professional development.

34 undergraduate students participated in the study, split over two years. None had previously used an ePortfolio and students received initial training. The pilot was run by a single lecturer assisted by support staff.

Mahara was chosen for the pilot software and students were asked to use its toolset to produce online portfolios showing evidence of reflective learning and analytical skills development.

Mahara's blog tool was the software's most popular feature with a mean average of 11.5 posts per student. The second most popular feature was the ability to include images students uploading a combined total of 187 pictures. The most frequently reported problem was students having forgotten their passwords.

The results dismiss any suggestion that students will completely refuse to use an eportfolio. Of the test cohorts only one student failed to make any use of the software. The remaining students made use of the ePortfolio tools and it could be argued the final artefacts they produced in the form of personal webpages showed learners were prepared to make use of the technology. Variations in webpages' design raises questions regarding which type of artefact displays the most reflective approach but this requires further qualitative study beyond the scope of this report.

Students mainly used of the tool most relevant to their final grade (in this case the blog tool). As there was no specific requirement to participate in the social networking features and the internal motivation to make use of this functionality appears to have been lacking. This phenomenon restricts Mahara's usefulness for peer and collaborative learning.

Avenues for future development for the institution's ePortfolio provision include upgrading Mahara to include features such as the ability to export ePortfolio content.

References

Clegg, S., Hudson, A., & Mitchell, A. (2005). 'The personal created through dialogue: enhancing possibilities through the use of new media', Association for Learning Technology Journal, vol. 13 (1). pp. 3-15.

Hallam, G., & Creagh, T. (2010). 'ePortfolio use by university students in Australia: a review of the Australian ePortfolio Project', Higher Education Research & Development, vol. 29 (2), pp. 179-193.

The MILL at City University London. "A physical space for the development of virtual technologies."

Submitting Author

Sandra Partington

Theme

Mainstreaming

Tags

audio, augmentedReality, educationalTechnologist, iTunesU, lectureCapture, mainstreaming, media, mobile, multimedia, podcast, podcasting, problemSolving, video, webinar

"Web 2.0, mobile computing, e-assessment and support for multimedia and lecture capture are identified as the leading new demands on institutional support."

UCISA, TEL Survey (2010, p8)

A current trend in Higher Education is to provide learning experiences using multimedia content and tools. These resources and interactions are increasingly created and delivered using mobile devices and applications. One London University embraces the use of multimedia in all its forms and enjoys the challenges it can bring.

The Learning Development Centre (LDC) forms a hub connecting a wide-ranging community across all Schools and Services at City University London. The aim of the centre is to support and promote new practices in teaching and learning, initiate project work and recognise excellent practice.

The LDC established the Media and Innovation Learning Lab (MILL), which comprises a cluster of small rooms staffed by members of the LDC team. The MILL offers a creative space for staff development, specialising in audio and video production. Resources include: video making equipment, a TV studio and small rooms for training and individual use; such as attending webinars, editing video or making podcasts.

The MILL also provides a home for the underlying services that support a media rich environment, for example the streaming video and podcasting service, the iTunes University Channel and the Adobe Connect webinar service. Used as a base for project work the MILL has helped establish lecture capture and augmented reality initiatives this year.

The University has seven schools across multiple sites with a community of educational technologists spread across the schools. The MILL provides central support for this community as well as for academic and professional staff and students.

This presentation outlines the results of a review of the MILL's recent activities and links them to the conference themes of both problem solving and mainstreaming. Different sources of information were used (e.g. calendar of activities, interviews, project updates and event evaluations).

The presentation outlines:

- The range of activities taking place, who is involved and what are they doing.

- The most successful multimedia applications for teaching, learning and assessment.

- How the MILL and its resources are managed and targeted to needs.

- How by working collaboratively, expert knowledge has been shared and participants been "up-skilled".

- The way cross-university project teams have introduced new technologies, solved problems and sparked innovation.

Delivered in the spirit of a "Pecha Kucha" this visual guide will demonstrate and promote the benefits of providing " a physical space for the development of virtual technologies".

References

Browne T, Hewitt R, Jenkins M, Voce J, Walker R and Yip H, 2010 Survey of Technology Enhanced Learning for higher education in the UK, Universities and Colleges Information Systems Association, 2010

Extending opportunities for life-long learning in a digital age — institutional approaches to mainstreaming new flexible and cost-effective practices and technologies

Submitting Authors

Peter Chatterton, Eta De Cicco, Neil Witt, Andrew Comrie

Theme

Mainstreaming

Tags

costBenefit, costEffective, distanceLearning, lifeLongLearning, mainstreamingPractice, pioneeringUses, scalability, sustainableModels, workBasedLearning

A fast changing economic climate and demographic changes increases likely numbers of non-traditional HE learners, however their different needs (e.g. fitting learning around other commitments) requires more responsive and flexible curricula and support. The workshop will help participants develop an understanding of the issues that institutions need to address in order to meet the needs of such life-long learners and how to mainstream cost-effective, scalable and efficient new practices and technologies.

Universities have frequently struggled to deliver lifelong learning cost-effectively and at the same time meet learner demands e.g. for flexible delivery and support. Programme teams often have to bypass institutional processes and systems in order deliver at a distance, however such "renegade" approaches do not lend themselves to scalability and mainstreaming.

This workshop will explore how institutions are meeting the needs of lifelong learners by developing and mainstreaming cost-effective, scalable and efficient new practices and technologies by e.g. enhancing support at a distance, developing responsive curricula (e.g. that centre learning around in and for the workplace), adopting flexible technology-supported delivery models that encourage self-directed life-long learning habits. These approaches will be illustrated by two case-studies from the new JISC Guide "Learning in a Digital Age — Extending Opportunities for Lifelong Learning":

- The University of Plymouth Colleges regional partnership of Further Education College's PINEAPPLE project adopts technology solutions to make the APEL (Accreditation of Prior Experiential Learning) process more efficient and cost-effective.

- Edinburgh Napier University and Edinburgh's Telford College have worked in partnership with Edinburgh City Council to design and deliver a new suite of programmes that provide seamless articulation pathways and alternative work-based routes to degree study where technology is used extensively to provide cost-effective and flexible delivery.

Overview of workshop:

1. Institutional video case study playing as delegates enter.

2. Introduce aims of workshop and ice-breaker activity asking participants to identify their top challenge associated with implementing new practices and technologies for lifelong learning (10 mins).

3. Overview of JISC Guide — how institutions are developing and mainstreaming new lifelong learning practices and using technologies to cost-effectively support practices (10 mins).

4. Introduction from case-study presenters — background overview of work, leading into group activity based on work of the case-studies, allowing participants to discuss institutional implications for developing and mainstreaming new practices and technologies in their own contexts (25 mins).

5. Feedback from group activity (5 mins).

6. Overview of how the resources from the "Learning in a Digital Age — Extending opportunities for Lifelong Learning" guide can support institutions with their practice (5 mins).

Delegates will receive a copy of "Learning in a Digital Age — Extending opportunities for Lifelong Learning" and supporting resources will be available from www.jisc. ac.uk/digilifelong in June.

Intended audience: practitioners and policy-makers.

The work-based learning maturity toolkit -supporting institutions with sustainable models for employer engagement and responsive curricula

Submitting Authors

Peter Chatterton, Gunter Saunders

Theme

Sustainability

Tags

costBenefit, costEffective, distanceLearning, futureproofing, lifeLongLearning, mainstreamingPractice, pioneeringUses, scalability, selfDirectedLearning, sustainableModels, workBasedLearning

Increasing numbers of students are opting to learn in the workplace, therefore work-based learning (WBL) is becoming more strategically important for HE/FE institutions. However, effective practice is not widespread in e.g. pedagogic models to meet the needs of employers and learners, use of ICT, partnership engagement, costing models and how institutions need to adapt processes/systems to support scaling up of WBL. As part of its Lifelong Learning & Workforce Development programme (www.jisc.ac.uk/whatwedo/programmes/institutionalinnovation/workforcedev.aspx), JISC funded a follow-on "benefits realisation" project (http://wellproject.edublogs.org/) to distil lessons learnt from the programme's projects and embed these into a WBL maturity toolkit (www.tinyurl.com/wbl-toolkit).

The toolkit was developed by a CAMEL (Collaborative Approaches to the Management of e-Learning — www.jiscinfonet.ac.uk/camel) group of universities and a college, led by the University of Bradford. It comprises criteria, statements of "mature" performance and self-assessment guidelines in seven categories: institutional readiness; faculty/school/department readiness; programme design, programme delivery; partnership engagement; learner experience and effective, usable, accessible technologies. The toolkit recommends a 5-stage process to support institutions in assessing current performance in WBL and in planning improvements (http://wbltoolkit.pbworks.com/w/page/35421884/How%20to%20use%20the%20toolkit%20%28the%20methodology%29).

The CAMEL group institutions piloted the toolkit in 2011 and a second group of institutions are implementing the toolkit in 2012 (see www.tinyurl.com/wbl-toolkit for details).

The paper will describe how two of the pilot institutions used the toolkit. In one case, a partnership between Edinburgh Napier University, Edinburgh's Telford College and Edinburgh City Council used the toolkit as a framework for developing and evaluating work-based (& technology-enabled) curricula that are responsive to employer/ learner needs and which allow learners to seamlessly progress from vocational qualifications to degree study. In another case, Cardiff Metropolitan University found that WBL had evolved in a piecemeal way and identified an action plan to develop a single WBL policy with high level objectives combined with support for Schools in creating localised plans/activities structured around the strategy.

Use of the toolkit has identified a key issues that institutions need to urgently address such as sustainable employer engagement strategies, costing models, cost-effectiveness of WBL models, QA in areas outside of "direct control" e.g. work-based mentors/assessors & ICT infrastructures, digital literacies of staff and learners, impact evaluation and cultural issues in terms of WBL pedagogies and HE/FE collaboration.

Feedback from the pilot institutions highlights a consensus that the toolkit provides a comprehensive representation of WBL maturity and a valuable tool in promoting dialogue and consensus building for self-assessment and planning in respect of WBL and will help institutions to implement sustainable models of employer engagement and responsive curricula. Identified potential enhancements include an employer section (focusing on employer readiness for WBL) and links to case studies, effective practice guidelines e.g. for specific technologies such as e-portfolios and other sector resources.

Learning from the early adopters: the digital practitioner framework

Submitting Author

Liz Bennett

Theme

Mainstreaming

Tags

earlyAdopters, frameworks, staffDevelopment

The radical and transformative potential of Web 2.0 tools to impact on learning has been discussed by, amongst others, Downes (2005), Siemens (2004), Davidson and Golberg (2009), Williams et al. (2011), Cormier (2008), Goodyear (2002). Their promise is of participative, emergent learning in which students are producers of knowledge, connected in learning communities. This paper examines how Web 2.0 tools are being used in teaching and learning in a 'post 1992' university. The paper is based on the findings of a phenomenological in-depth study which utilised a small sample of lecturers and focused on their personal journeys in relation to making changes in their pedagogic and broader academic and professional practices. The focus is on the experiences of lecturers who are using Web 2.0 tools in their teaching and learning practices, Rogers' (1983) 'early adopters' and 'innovators'.

Ecclesfield and Rebbeck's (2011) notion of 'digital practitioner' is employed and conceptually extended by considering how lecturers' skills and practices become routinised as the tools are appropriated. The paper suggests a framework, based on Sharpe and Beetham's (2010) work on students' digital literacies, which depicts a hierarchical relationship between lecturers' access, skills, practices and attributes.

The paper concludes that early adopters have similarities, independent of the subject that they teach, in terms of their beliefs and attributes: they are willing to experiment with change: they are confident in their approach to Technology Enhanced Learning: they understand the radical pedagogical possibilities of the application of Web 2.0 tools: they balance risks associated with adopting new practices with an understanding of their potential: they are willing to invest time in exploring and evaluating Technology Enhanced Learning. The motivation that drives the early adopters to adopt new Technology Enhanced Learning practices is their commitment to enhancing their students' experience by making the learning more participative and collaborative. They believe that Web 2.0 practices have the potential to support this objective. The implications for lecturers' development and the implications for learning from the early adopters are also discussed.

A picture reflects a thousand words

Submitting Author

Deborah Judah

Theme

Mainstreaming

Tags

assessment, mainsteaming, staffDevelopment

Presentation showing the embedding of digital storytelling into the Leeds Medical School. Discussion of the benefits for developing reflective practice and the challenges to staff; particularly those with poor digital skills.

This presentation discusses how digital storytelling (DS) became implemented into mainstream teaching and was used as a tool to develop reflective practice. Delegates will be interested to hear the successes and challenges of embedding DS into mainstream practice in a large medical school where teaching staff had mixed levels of digital skills.

Medical students are required to become reflective practitioners but many find it difficult to reflect and particularly to document their reflection. In 2007, staff at Leeds Medical School completed a JISC funded project to explore the benefits of DS for reflection. This project saw a small number of students producing a digital story as part of their assessed work. Due to the success of the funded project DS has been adopted as method for reflective learning as part of the IDEALS module on the first year of MBChB programme. The students are taught the IDEALS module in ten groups and each group is facilitated by a member of staff. The facilitators were given information about the assessment and in turn they passed it onto the students. Students were required to produce a digital story using photographs or creative commons license images reflecting on their first months at university. The students used either PowerPoint and added their voice to the presentation or Photoshop. The students were not marked on their digital skills but on the quality of their reflection.

This was a creative way for students to develop their reflective voice and as many of them had the required digital skills they were able to concentrate on the reflection. The quality of DS reflection was compared with written reflection that the same cohort of students had produced. Facilitators reported that the depth of reflection was greater using the format of DS compared with that of the written exercises which had been the way in which reflection had been assessed in the past.

DS enabled the students to truly reflect on their actions and feelings rather than say what they thought was required of them. With written reflection the students tend to write to a formula that leads to enough reflection in order to pass the assignment. However engagement in the DS process facilitated reflection at different stages:

- In the choice of the images to use

- During the creation of the digital story

- During the presentation of the digital story

Students appeared to enthusiastically engage in the process of producing their digital story and reported that the stages of the process enabled them to reflect more naturally.

This mainstreaming of DS had its challenges; primarily if the facilitators lacked the digital knowledge and skills to explain the DS process to the students. This led the module leaders to understand the need for the implementation of staff development prior to using DS as an effective tool for the development of reflective practice in medical students.

Currently there is a lack of published research to confirm anecdotal evidence that DS promotes reflective practice and more substantial research is due to be carried out.

References

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Sandars J (2009) AMEE Guide no 44: Reflection in medicaleducation. Medical Teacher 31 (8): 685-95.

Mass customisation and self-reflective frameworks: Early developments in New Zealand

Submitting Author

John Clayton

Theme

Sustainability

Tags

empowerment, frameworks, learning, mass-customisation, models, of, reflective

Education has long been regarded as the foundation stone of national growth and international competitiveness. In the last three decades national educational reforms to improve access to higher education qualifications, individual higher education institutional aggressive national and international marketing initiatives and improved information and communication technology (ICT) systems and infrastructure has resulted in greatly increased participation in tertiary education. As a consequence, tertiary educators are now engaging with increased numbers of culturally and economically diverse learners in distributed ICT environments they are unfamiliar with. There is an unstated expectation these educators will be able to design learning modules to meet multi-cultural student needs, in a range of contexts, with no additional resources. In essence, it is anticipated learners will participate in individually customised learning events at a cost similar to traditional delivery. This requires a fundamental shift in educators and learners conceptions on the provision of education. The competing notions of resource intensive individualised learning and the benefits of economies of scale derived from mass delivery need to be balanced. The challenge for tertiary providers is to acquire the agility and flexibility to mass customise their educational offerings, in high volumes, at a reasonable cost. Institutions are meeting this challenge by pre-designing standardised learning modules for high volume consumption, while achieving customisation through learner-specific arrangement of these modules. This paper will explore "mass customisation" and the key building blocks required for mass customisation to occur. It will illustrate how this concept is being tentatively explored at a New Zealand institution.

Audience response: from networked classroom to networked learners

Submitting Author

David Barber

Theme

Mainstreaming

Tags

audienceResponse, confrontingReality, enquiryBasedLearning, enthusingLearners, IndependentLearning, largeScaleLT, learnerExperience, socialNetworking, sustainability

This paper proposes ways in which social networking tools can complement audience response strategies in confronting the impact of cost constraints on staffing and infrastructure. Of interest to delegates will be the evaluation of projects and models that can be reproduced in different contexts. These include the use of twitter in promoting questioning in large group seminars and lectures; using Socrative to promote interaction in streamed lectures; combining audience response and social networking tools post session to promote extended dialogue between students and tutors; using wiki tools to promote dialogue throughout extended group work assessment and the evaluation of the results of all of the above for module review and enhancement.

The potential of audience response systems is the subject of long standing debate. Mazur's work around conceptTests (1997) established a compelling case and subsequent work has explored a variety of applications (Dufresne et al., 2003). However, two trends make this research more relevant than ever. We are now able to exploit free to access technologies that make the process of audience response simpler; using students' own equipment and skills developed in the realm of recreational and social activities. At the same time we are witness to structural changes within our institutions that require us to reflect upon the methods that we use: larger group sizes and greater variety in student backgrounds and academic achievement.

These characterisations are crude. Technical barriers still exist and emerging skills are accompanied by attitudes and perceptions that are themselves problematic. Meanwhile, the picture of structural change is not common to every institution and does not constitute the principle driver for pedagogic discussion or professional teaching practice. This paper therefore starts by engaging with and assessing the complexity of this picture. It deals frankly with the obstacles to the implementation of new "voting" tools, based on recent experience, and highlights the potential for these technologies to enhance learning within a changing educational environment.

Building on this platform, the presentation then moves to its main theme, the potential for social networking to enhance audience response. It focuses on how social networking can enhance approaches that are already proposed, but have previously proven challenging to implement. It explores ideas around how the wider social networking environment can contribute meaning to audience response activities and reinforce the outcomes. It examines how face to face sessions can provide the starting point for and be enhanced by continuous dialogue in a variety of different contexts and identifies ways in which it can secure links between activities conducted in the embodied and virtual learning environments. This requires that we adopt a view of the VLE as something that embraces a far wider variety of web-spaces than is traditionally envisaged and proposes that audience response systems can provide a way of mediating student activity in the more widely defined arena.

Intended Audience: teaching staff, learning technologists, researchers

Participants will:

- understand the synergy of audience response approaches/theories and the principles underpinning social networking (presentation)

- understanding of technical barriers and solutions (presentation)

- review relationship between embodied and virtual learning environments (presentation/discussion)

- develop ideas and inspiration for classroom applications (discussion/presentation)

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Implementing an online Virtual Patient-Based PBL curriculum

Submitting Author

Trupti Jivram

Theme

Problem solving

Tags

Decision, making, patients, PBL, Problem, solving, Virtual

Problem-based learning is well established in medical education. Students work through paper PBL cases and explore possible investigations, diagnoses and treatments, generating learning objectives to solve the problem, in groups of eight with a facilitating tutor. At St George's University of London (SGUL) the 'Generation 4' project explored the extent to which online virtual patients (VPs) could be used to transform the existing PBL curriculum.

Paper PBL cases were rewritten by subject matter experts to create online VP cases which replaced existing paper-based cases. The online VP cases allow students optional routes through a case, making clinical decisions and exploring the outcomes of those decisions. This allowed a cohort of approximately 300 students to practice their clinical reasoning skills when making choices within the case. The cases were enriched with resources where relevant to supplement the cases, these included; pictures, videos, and interactive clinical images. Students were provided extra resources to supplement the case on the institutional VLE and a wiki was set up for each group to share information with members within the group.

Formative assessments VPs were designed around the topic of the week, providing students with additional opportunities to widen their understanding of the subject and assess their knowledge. A mobile app has been created for students to download and play the cases on the move.

Evaluation data was gathered via questionnaires, interviews and focus groups. Students and tutors strongly supported the new developments, believing that the opportunity to manage patients and experience the consequences of their decisions in a safe environment provided a more authentic learning experience, and increased discussion during the PBL sessions. A controlled trial demonstrated a 20% increase in student exam performance in questions associated with these areas of decision-making. The online VP PBLs have been fully embedded into the curriculum for the past 3 years and will be delivered in the SGUL MBBS franchised course at the University of Nicosia in Cyprus.

G4 has led to a more adaptive, personalised, competency-based style of learning which more closely matches the role of the practitioner. PBL experience has been transformed by a range of interactive technologies built around a core of virtual patients which extends the learning opportunities available within PBL tutorial. The project demonstrated that branched virtual patients enhance the quality of the student learning experience in Problem-based Learning. It is now part of the SGUL curriculum.

OER: Opening up a future in Business

Submitting Author

Roger Emery

Theme

Openness and sharing

Tags

business, FE, HE, Moodle, OER, Openness, sharing

Southampton Solent University received project funding under the Higher Education Academy/JISC Open Educational Resources Programme Phase 3 to develop an OER package for potential business students, with Aston University acting as critical friend to the project.

The project is producing a set of Open Educational Resources (OER) for use with FE and 6th Form students to inform their decisions not only about whether to study business at university level but to consider their professional career as beginning when they join university, rather than when they graduate.

These OERs will be populated with input from business owners, entrepreneurs, students on placement, alumni and part time staff who run a business and will be usable as a complete package or as a collection of stand-alone learning objects.

This presentation will consider a number of challenges and decisions made in developing OER for this audience:

- Development Platform — how best to develop the resource in such a way that it could be easily distributed, re-purposed and re-edited for localised use in sixth form and FE colleges, requiring minimal technical knowledge or server access for teaching staff to install and use.

- Media types — to maximise compatibility across a range of devices and delivery platforms careful consideration was required ensure the appropriate choice of file type, compression and codec was made.

- Interviewer and crew — How using students to film, interview participants and be an active part of the project team changed the perspective on the resource and steered the project towards a much closer focus on the student viewpoint.

- Re-using existing content — The project has highlighted issues around remixing and reusing material from our own repository and elsewhere due to existing copyright and contributor permission issues.

- Lessons Learned

It is anticipated this presentation will provide the basis for discussion around HEIs working with partners in FE and 6th Form to develop OERs for meaningful use to facilitate the transition from FE to HE.

Sesame: embedding open educational practices at the University of Oxford

Submitting Author

Marion Manton

Theme

Sustainability

Tags

effectiveSolutions, mainstreaming, OER, OpenPractices, sustainability, sustainableModels

While the creation, sharing and reuse of Open Educational Resources (OER) continues to grow among early adopters, the next challenge for the sector is to encourage widespread adoption of these open practices by academics more broadly, many of whom currently have little awareness of OER. The Department for Continuing Education at the University of Oxford decided to take on this challenge through the Sesame project, by promoting open practices in the delivery of its Weekly Class programme, which offers short open access courses, usually taught by part-time tutors, in a wide range of disciplines.

Building on lessons learned through the earlier phases of the JISC OER programme (Littlejohn et al 2011) as well as research undertaken by the project team for the OER Impact report (White and Manton 2011) the Sesame project chose to focus on embedding OER production as an extension of existing teaching practice. This was done with the aim of developing a sustainable system of OER creation and use that would continue long after the funded project.

The target cohort of academics was part-time tutors who, in the main, had not engaged significantly with technology to support the delivery of their courses. This allowed the Department to scaffold their engagement with technology for teaching, through the prism of open practices, embedding these from the start as a core feature of making resources available online. This was done by developing a platform that ensured the act of putting resources on the web also released them as open content licensed for reuse by others. This was allied with a programme of training and support to ensure staff had the knowledge and skills to engage with this process in an informed manner. This paper will cover the challenges of implementing this vision and share key lessons learned.

As a current project, results are still emerging; however, this paper will reflect on our latest evaluation data, in particular focusing on:

■ Designing an easy to use platform to support the open release of content

■ Training and supporting tutors to embed open practices in their teaching

■ The sustainability of the project activities and applicability of the model to other institutions considering similar initiatives.

This paper explores how one of the biggest challenges of OER production and use — embedding it as sustainable practice among a large cohort of practitioners — might be addressed. In particular it considers the approach taken by the Sesame project, and evaluates whether it can offer a framework for others seeking to embed open practice in the design and delivery of their programmes.

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Exploring "Hard-to-Reach" Participant Perceptions of Accessing Clinical Nursing Procedures within an e-Environment

Submitting Authors

John Clayton, Michael Bland

Theme

Mainstreaming

Tags

e-Learning, Environment, Instruments, Learning, Nursing

Ever increasing computer competence of health professionals allows health organisations to purposefully explore the potential of networked computers to enhance healthcare provision. In 2010 the Waikato District Health Board, on behalf of the Midland District Health Boards, successfully submitted a proposal to the New Zealand Ministry of Health to fund an e-project, Improving Nursing Utilisation of Evidence to Inform Clinical Practice. This project focused on the development of registered nurses' and midwives capability to access internationally recognised electronic resources to directly impact on their on-going practice. During the first phase of the project 155 registered nurses / midwives across the midland region were provided access to a co-ordinated web-space and a procedures manual. During the pilot phase an identified target group was the "hard-to-reach" practitioners. The hard-to-reach population was described as those participants not located in a base / satellite hospital and included those involved in care for the aged and general practice.

As well as reviewing identified procedures participants were also asked to complete an evaluation survey on the e-environment created for the project. The survey instrument used contained 5 scales (computer competence, reflection, design, rule clarity and order and organisation) and 26 items. During the evaluation period 33 hard-to-reach participants completed the survey.

From the data generated it appeared the introduction of e-services for the hard-to-reach population in the health sector is timely. The data indicated a significant majority of respondents

- indicated that the procedures reviewed had a good technical fit with New Zealand nursing practice

- were confident and competent using computers and searching, retrieving, storing and manipulating information from the Internet

- were competent and confident in using web-based technologies to access point of care procedures

- found the web-space created visually appealing

- were able to clearly read all materials and the media used was appropriate to the information presented

- felt the procedures reviewed were presented in a logical manner, were current and appropriate to their current level of skill

- could access the appropriate software applications to complete activities assigned.

The results of this study indicated centralised electronic access to policies and procedures would be successful for the hard-to-reach population in the health sector. However, it can be legitimately argued the manager-referred sample used in the pilot phase of the project were selected because they had the underlying information and communication technology skill set required to fully participate in the project. Therefore, it is recommended this project be extended to include a larger, more diverse, population to confirm these initial findings.

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Mobile Learning — Confronting Reality

Submitting Author

John Traxler

Theme

Sustainability

Tags

confrontingReality, mobileLearning, sustainability

The idea of learning with mobile devices is in its current form about a decade old. The first research workshop was held in 2002 in Birmingham. Recent events and trends suggest that the nature of mobile learning and the future of the mobile learning research community are about to confront reality.

In the earlier half of the last decade, sophisticated mobile technology was scarce, fragile, expensive and difficult, and was the prerogative of institutions. This meant that mobile learning was at the vanguard of e-learning research and necessarily involved the rhetoric, vocabulary, mechanics and funding of innovation, (Rogers, 2003) leading to an ecosystem of projects and pilots, and ideas about early adopters, opinion-formers and critical mass within publicly-funded institutional settings.

Mobile learning grew out of the aspirations and frustrations of e-learning and shared the same foundational disciplines of computing, education and psychology. However, it produced evidence and output which were dominated by small-scale fixed-term subsidised projects and pilots run by enthusiasts. It usually involved stable consistent hardware platforms (Kukulska-Hulme et al. 2011).

In the second half of the decade, mobile technology became universal, robust, cheap, diverse and easy. For institutions, change, if it now happens, is usually in response to outside force. Mobile technology became sufficiently familiar that policy makers, managers and practitioners might think that learning with mobiles was now common-sense and that accordingly research and researchers were no longer necessary. These two contrasting contexts for learning with mobiles are in line with discussions about education and crisis, transition and resilience (see for example, http://educationforthecrisis.wikispaces.com/About).

Recent discussions in the USA (CoSN 2012) and the UK (various ALT threads) illustrate this as the focus shifts from institutional provision to BYOD (Bring Your Own Device). At the same time in the UK, the transition is implicit in the content, approach and covering remarks in funder initiatives moving from the Innovative practice with e-learning (JISC, 2005) to Emerging Practice in a Digital Age (JISC 2011), and in the changes in higher education funding, both in quantity and stated priorities.

The foundational disciplines (Sharples et al 2005) should now perhaps include sociology (Pachler et al 20120) rather than psychology; mobile technologies challenge disrupt (Sharples 2002) and by-pass the processes and institutions of formal learning and knowing rather than just enhancing and reinforcing them.

About two years ago, work in the USA (Dede, 2011; Johnson et al, 2011) invented the idea of learning with mobiles but as an idea now flavoured with USA history and preferences for content, drill, training and then apps, rather than the discursive, informal, contextual and theoretically informed learning of Western Europe. This shift is captured in the respective standard sources (Kukulska-Hulme & Traxler 2005 vs Metcalf 2006 & Quinn 2011). iTunes and its smaller clones have extended but distorted learning with mobiles — but have also provided examples of sustainable business models, sometimes epitomised in education — there's an app for that. (see for instance www.dbswebsite.com/blog/2011/10/04/education-theres-an-app-for-that/)

Over the last year, agencies such as GSMA (2010), World Economic Forum (2012), World Bank (2012), UNESCO (2011) and USAID (www.meducationalliance.org/) have started to see mobile devices as a viable delivery mechanism for their various educational missions. This development has however come with the imperatives of sustainability and scalability. These make assumptions that pedagogy and culture will scale up as easily as technology and infrastructure. The idea of mobile learning is now more likely to be sustainable and mainstream but is less recognisable to its early advocates.

In this presentation we review the evidence and argue that mobile learning is about to confront reality. This analysis is important because of its relevance to technology and learning locally within educational institutions.

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Systematic Instructional Methodology for Personal Learning Environments (SIMPLE)

Submitting Authors

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Theme

Problem solving

Tags

Development, Environment, Learning, Methodology, Personal

The efficacy of student-led learning approaches has increased in significance in contemporary literature. There is greater emphasis on constructivist approaches that empower learners to build on past experience through individual and group activities. While constructivist, collaborative and enquiry based activities conventionally take place face-to-face, there is growing evidence that virtual learning environments (VLEs) are being used routinely in schools and higher education organisations to support learning.

The internet makes widely available a range of do-it-yourself tools and open- and closed-source applications that enable the development of personal learning environments (PLEs). The tutor is no longer reliant on or constrained by the features of off-the-shelf branded VLEs, but instead can create online environments that are tailored specifically for the needs of the learner. This represents a paradigm shift in that PLEs can be developed by educationalists rather than IT professionals. Indeed, whereas IT professionals may focus on the technological possibilities with the software as the outcome, educationalists use the technology as an enabler of pedagogical practices that reinforce or improve learning.

The benefits of PLEs to learners and tutors are well documented. However, the challenges inherent in tutor-led development, and the processes and activities involved in the creation of quality PLEs are not so well defined. Tutors need step-by-step guidance through the development process to overcome technological barriers and exploit their educational knowledge. Conversely, IT professionals would benefit from guidance relating to pedagogical best practices. Thus, a PLE development methodology would facilitate the construction of a quality learning environment irrespective of the developer's technical ability or knowledge of learning theories/instructional design.

This paper proposes a PLE development methodology, which is an amalgamation of aspects of traditional software development methods and instructional design methods. Software development methods provide guidance on the technical methods and procedures required to create and manage software projects. The range of methods available attempt to resolve different types of problems. For example, some methods focus on understanding the system requirements while others emphasise quality code or human activity systems. Instructional design methodologies, on the other hand, relate to the creation of quality learning experiences in which the learner is engaged, and their acquisition of knowledge is more efficient and effective. Learner's needs are met and the desired learning outcomes are achieved through the careful design of the learning environment. Yet, instructional design methodologies often focus on the design of instructional materials, with limited or no consideration of the technological possibilities. Although both software and instructional design methodologies provide guidance to developers, there is no complete, 'joined up' solution for PLE development.

This paper presents a Systematic Instructional Methodology for Personal Learning Environments (SIMPLE) to guide tutors and developers in the construction of PLEs, irrespective of their background in education or technology. The convergence of technological and educational considerations in the one methodology should improve the quality of the resultant PLE, thereby contributing to an enhanced experience for learners. The methodology considers the typical analysis, design, development, implementation and evaluation stages of instructional design in a digital learning environment.

xGames in the Real World

Submitting Authors

Joan Archibald, David Renton

Theme

Mainstreaming

Tags

collaborativeLearning, effectiveSolutions, games, mainstreaming, openSource, tools

This session will demonstrate the work and outcomes of the JISC funded SWANI project: xGames (January 2011 to December 2011). Five collaborative game templates were produced aimed at improving attainment levels of vocational learners by increasing their level of interaction and engagement when they were undertaking theory based elements of their course. These learners are often visual activists, enrolled on vocational qualifications where they prefer practical subjects.

Traditionally the adoption of games technology requires specialist equipment which can be expensive to provide on a large scale. Alternatives such as online games systems or locally installed games software can be expensive and complex to set up and/or access. A key aid was to develop low cost, easy to use, flexible template based games which allows collaborative games to be used routinely by all teaching staff to enhance the learning and teaching process. To achieve this we developed templates which could be used with existing Windows based PCs simply by adding a relatively inexpensive set of xBox wireless controllers. The populated games templates can be run with no technical knowledge from a networked drive, local drive or removable media and questions can be easily added and edited using a supplied editor. The games are played in teams and therefore collaborative group work is essential to achieve high scores through decisions on adopting a high or low risk strategy.

Results from recent pilots of the games, in colleges and schools, provide early indication that learner motivation, student to student interaction and learner engagement and participation increase as a result of playing the games. All lecturers who participated in piloting the games stated that they would use the games on a regular basis. They all agreed that ease of use and low cost makes the games more accessible than other ICT options currently available.

The session will commence with a presentation outlining the project background, objectives and outputs. Information will then be provided on initial pilot details and project evaluation. This will be followed by a demonstration of four game templates with the audience participating in each of the games. The session will conclude with an opportunity for questions and discussion.

By the end of the demonstration participants will:

- Have knowledge and understanding of the objectives, outcomes and key pedagogical principles underpinning xGame developments;

- be able to download and use the games with learners to enhance attainment levels by providing an engaging and visually/aurally motivating medium to improve knowledge retention;

- provide opportunities to reinforce individuals' learning processes by giving immediate feedback in a non-judgmental manner;

- be able to use the games for team building and co-operative learning.

Suggested electronic course templates for use in a VLE

Submitting Authors

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Theme

Problem solving

Tags

courseSiteProperties, courseTemplates, helpingAcademics, pedagogicalDimensions, Sakai, savingTime, support

Part of the work of learning technologists is to support academic staff in reflecting on their pedagogical practice and to explore how technologies such as virtual learning environments (VLEs) may contribute to streamlining the teaching function and enriching the student learning experience. This paper presents a collection of suggested electronic templates for academic staff to use as a starting point when embarking on developing a course site within an institutional VLE.

We embarked on a small, informal project during the course of our normal academic support work. Our approach was exploratory and unstructured; however, all three learning technologists (the authors) have rich experience of working with both staff and students, which contributed to the development of the templates. We conducted interviews with ten VLE users: eight academics and two departmental administrators. In some cases we mentioned our goal of designing templates; in other cases, sample sites shown to us contributed to our ideas in terms of structure, layout and content of possible templates to meet the needs being described. No systematic examination of course sites themselves was undertaken, and no student input was solicited.

We assume a blended learning approach with at least some measure of face-to-face contact between lecturers and students, even if this is infrequent or of short duration. We broadened Jara and Mohamad's (2007) focus on the extent of face-to-face and online learning components in a course, and consulted existing frameworks to support learning design. We suggest four categories of pedagogical dimensions: logistical, practice-based, pedagogical purpose, and participation, which inform five course site properties to consider when building a course template: user roles, user experience, functionality and tools, initial content, and technical system settings.

We conceptualised six types of course site templates and will present three of them. Users are encouraged to adapt the templates according to the teaching task at hand and the particular needs of the lecturer and students. Aspects from any template may be incorporated, where applicable, into another one. Each template contains a Help page giving basic guidance, with links to more information, guides and video tutorials on the use of the suggested tools.

The value of partially structured and populated electronic course templates is that they are practical, easy to understand, and useful to academic staff, without requiring any further intervention from learning technologists. They offer academics a starting point which is more helpful and productive than being presented with a blank course area in a VLE. The templates and their use have yet to be tested and evaluated with users, thus providing scope for future research.

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E-Safety and Vulnerable Learners: a cross-sectoral approach to developing resources

Submitting Authors

Shirley Evans, Julia Taylor, Viv Berkeley, Betty Wilder, Lisa Featherstone

Theme

Openness and sharing

Tags

cross-sectoral, disability, e-safety, effectiveness, legal, managing, responsbibility, risk

E-Safety is about safe and responsible practice with technology and the sensible management of risks presented by a digital world. Organisations have a legal responsibility under safeguarding towards those learners/students, staff and volunteers that are defined as 'vulnerable.' Therefore it is likely that e-Safety is relevant to, and will need to be addressed by all educational institutions.

A key message across all sectors is that learners/students must be supported to act responsibly in an on-line environment. Simply locking down technology and preventing access is not the answer (Vital, 2012).

There is a plethora of material for the schools sector from many organisations with a great deal of duplication. There are, however a number of key resources, such as the Vital and SWGfL portals that can help all managers and practitioners start to make sense of the e-Safety landscape. Specific information for the Learning and Skills sector has been limited to an e-Responsibility website (JISC RSC), an on-line awareness training resource (LSIS) and information on legal aspects (JISC Legal). There has been until recently, limited information and resources for vulnerable learners/students.

The East Midlands E-Safety Project funding from LSIS for the Independent Specialist College sector has enabled:-

- a survey to gain understanding of sector needs;a range of materials for use by staff, students and parents;
- shared practise within ICT technical teams for use of hardware and software to ensure learner safety;
- creation of a minimum standard e-Safety strategy and policy and risk assessment documentation;
- a learner conference to promote understanding and engagement.

Spin-offs have included an e-Safety pathway based on the e-Responsibility site and a self-evaluation tool (JISC TechDis).

These strands have been co-ordinated across the agencies involved to ensure that duplication is kept to a minimum whilst at that the same time information and resources are specific, meaningful and useful for each of the different sectors.

The session will last 70 minutes and consist of an overview of e-Safety (10 minutes); short presentations by each of the agencies (30 minutes), discussion with the audience (15 minutes) and the opportunity for participants to reflect on and evaluate their own e-Safety knowledge and practice (15 minutes). Participants will leave with a framework for a personal and an organisational plan as to steps they can take towards promoting responsible e-Safety practice.

The workshop is intended for anyone who is involved with learner/student support, either directly or indirectly. It would be beneficial if, prior to attending the session participants could reflect on policies and procedures in their own working environments and what steps are currently taken to address e-Safety and vulnerable learners.

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The Pen is Mightier with the Words

Submitting Authors

Hendrik van der Sluis, Colin Loughlin

Theme

Problem solving

Tags

effectiveness, pioneering, Uses

Effective note-taking and subsequent review, are essential skills for students in Higher Education. Studies have highlighted the diverse range of cognitive abilities required to fully participate in lectures and produce meaningful notes and that although students develop individual note-taking strategies, the resultant product can impact on academic performance and be a significant barrier to learning (e.g. Kiewra, 1985).

A possible step towards overcoming the limitations of current technologies that aid note-taking (such as passive lecture recordings) is the use of digital/audio pens. Here, notes are taken in the traditional way, but onto specially printed paper with a digital pen; the digital images are transferred to a PC together with synchronously recorded audio. The notes can then be revised and edited by listening to specific sections of the audio relating to particular notes; alternatively, the file can be manipulated with software to create a more comprehensive set of revision notes.

The object of this study is to examine the capacity of digital/audio pens to enhance student note-taking and the possible consequences on their current patterns of learning. Students from a UK HEI agreed to use the digital pen over several weeks; semi-structured interviews were then used to capture their individual contextual experience (Kvale & Brinkmann, 2009). The study is structured according to the Engeström (1987) adaptation of Activity Theory.

The findings show the pen and software to be useful in a variety of contexts, including; classroom note-taking, revision and student research projects. Most students report that the pens can be an effective augmentation of note-taking skills, supporting some of the expectations of Van Schaack (2009). However, there appear to be some issues surrounding the integration of the pen into existing routines, such as, the organisation of digital and paper copies of the same notes. In some cases software compatibility across systems limited collaboration and the sharing of resources.

This presentation will report from the work in progress and will focus on the students' experiences, exploring how this technology might best fit into existing practices and, its relevance for a wider audience.

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Beauty and the iPod — a story of contrasts and the use of podcasting in vocational education — Nail Technology

Submitting Authors

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Theme

Openness and sharing

Tags

enthusingLearners, FE, handheldDevices, Podcasting, vocationalEducation

This paper outlines the experiences of a group of students and their lecturer as they explore the use of podcasting to support a vocational subject area (Nail Technology) and considers the impact that a change of approach in teaching method has had in a particular classroom setting.

The benefits of podcasting for learning and teaching are widely reported with many researchers (Roschelle, 2003; Chan & Lee, 2005; Dale, 2007; Evans, 2007) commenting on its flexibility, spontaneity and capacity to engage learners. It becomes an even more powerful tool when students are responsible for the content creation (Frydenburg, 2008).

We will illustrate that by using freely available resources, such as open source software and low cost, handheld technologies, students learn more effectively, are more engaged and are able to share what they have created with their peers and future cohorts of students through platforms such as PodOmatic, iTunes and Virtual Learning Environments.

We will conclude by showing that podcasting is a valuable tool, supporting a range of learner needs and abilities and we will demonstrate that both the creation of the podcast and the podcast itself are equally valuable in engaging the learners by supporting self, peer-assessment and providing timely feedback.

This study will be of interest particular interest to practitioners working in the area of vocational education in a school, further education or higher education setting. It will also be of interest to anyone wanting to enhance their teaching practice by taking a more student-led, interactive approach by using audio or video.

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Sustaining eLearning Innovations: Why funded projects are set up to fail

Submitting Author
Cathy Gunn

Theme
Sustainability

Tags
confrontingReality,
elearningInnovations,
sustainability

Funded projects have been a mainstay of elearning innovation for more than 50 years. Despite various strategies devised to address it, the problem of what happens once funding runs out has persisted since the early years. A few options are available to sustain development, support and dissemination, and to share knowledge of what has been learned from the project experience. The most commonly pursued ones are institutional adoption, release as open source, commercialization and hosted service. However, many projects stall at this point, or continue only if the originators are highly determined and resourceful. The future of promising innovations is often determined by factors other than educational benefits. This results in poor return on investment of creative effort as well as scarce resources.

A study explored issues of sustainability for elearning innovations that began as funded projects in Australasian universities, and developed outside of an enterprise learning management system (also known as virtual learning) environment. It drew on literature and earlier research, and involved collection of baseline and interview data on 22 case studies, including high profile elearning systems with large international user communities.

The data revealed some clear obstacles en route from funded project to sustainable product.

- Most projects are started by an individual with an idea and a passion to translate the concept into reality. While many began development because there was 'nothing available that met their requirements', the scoping process used to reach this conclusion is not clear.

- Broad consensus is that project funding for two or three years is sufficient to produce a full working prototype, but not a finished product that is disseminated widely and is sustainable.

- The evidence of benefits to teaching and learning is either insufficient, or not in a form which influences institutional players, such as IT departments and those who make management level decisions about the use of a product within an institution.

- Many funded projects do not have a clear roadmap for the future in terms of development, dissemination, support or sustainability.

- Although universities often fund development and are seen by the innovators to 'own' the products, this ownership typically does not translate into meaningful actions to sustain them.

- Different skill sets are required at various stages of the project lifecycle. It is unrealistic to expect the innovator and development team to provide them all.

Recommendations based on the study findings suggest clear pathways for project planning, management, dissemination and reporting. However, they are not exhaustive answers to some of the more complex questions around how to sustain innovations. For this, a different mindset and organizational structures would be required.

Joined up Thinking: integrating eLearning with Quality Assurance and Enhancement

Submitting Authors

Cath Dyson, Linda Irish, Emma Rose

Theme

Mainstreaming

Tags

elearningDevelopment, EmbeddingeLearning, Engagement, ownership, PeriodicReview, policyandprocedures, QA, QAE, Review, StrategicplanningforeLearning

This presentation gives an overview of how in a large Faculty of 1500 course units and around 700 teaching staff the eLearning team and Teaching Quality collaborate to ensure developmental eLearning support is fully embedded into Faculty Quality Assurance and Enhancement processes and supports strategic planning in Schools. The presentation will be of interest to policy makers, eLearning mangers and eLearning technologists

The adoption of eLearning across the Faculty of Humanities has not been consistent despite institutional strategy. There are examples of innovative and creative uses of eLearning which blend seamlessly with face-to-face teaching to provide students with a rich and interactive learning experience. Unfortunately, there are also examples where the online element of a course contains only basic unit information. Our eLearning Team works with the enthusiasts, the willing new adopters, and occasionally the frantic, but we had no systematic or proactive means of directing our resources to support and encourage course development across the spectrum. Our presentation showcases a different approach to embedding eLearning into quality assurance procedures and mainstreaming eLearning support and strategic planning in Schools.

Manchester's enhancement-led approach to quality assurance mirrors the aims of the QAA's Institutional Review process (QAA, 2011) — to set and maintain standards; provide learning opportunities; produce public information and enhance the quality of provision. The assurance and enhancement of eLearning is embedded into those procedures. By embracing eLearning within teaching, learning and the student experience, the aim is for a non-disruptional change (Marshall, 2010) in culture within the institution.

The key to a strategic approach was embedding a developmental exercise, which involved eLearning Technologists (eLTs) supporting individual staff to improve their online environments, into the established 5 year Periodic Review (PR) process. The resultant eLearning report is considered by the school and the faculty at the PR meeting, which includes an eLT as a panel member. The aim is to develop a school focussed, strategic approach to the enhancement of online provision.

The Programme Review process has been well received by academics, subject and School leads. The review became an 'event' in the School, as distinct from 1:1 isolated support, resulting in a collective and collaborative response from staff and a positive impact on the relationship between the school and the eLearning team. Overall the process engaged around a third of the academic staff covering 22% of courses. The resultant action plan will be reflected on as part of the Annual Monitoring process (submitted by Schools October 2012). We are currently comparing student feedback in our yearly 'Unit Evaluation Questionnaires' for the course units reviewed to identify any increase in satisfaction vis a vis School and Faculty averages. We will also be able to report on the results of a qualitative survey with staff involved in due course.

The process is part way through the second cycle, and the outcomes and recommendations from the school reports and PR process are now beginning to shape the way we work with the school and to shape school teaching and learning strategies.

As a Faculty we did not have systematic school engagement or ownership of eLearning. The approach we adopted allowed us to develop an understanding of current practice, at discipline and school level and the engagement allowed us to negotiate recommendations for strategic action in the school. Embedding eLearning in the PR is a way of ensuring that assurance and enhancement of eLearning happens and is not just a 'checklist/tickbox approach', while the method of 1:1 meetings met cultural expectations of individualized support. For the Faculty, this approach provides the opportunity to evaluate the implementation of policy and procedures which have implications for eLearning.

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Using Analytics for online Collaborative Group Work and Assessment Design

Submitting Authors

Sue Lee, Ben Scoble

Theme

Problem solving

Tags

analytics, assessmentDesign, collaboration, dataMining, evidence, groupWork, problemSolving, VLEs

According to the New Media Consortium (NMC) Horizon report of 2011 the emerging theme of 'Learning analytics' "promises to harness the power of advances in data mining, interpretation, and modeling to improve understandings of teaching and learning, and to tailor education to individual students more effectively".

This paper outlines how we applied the principles of learning analytics to inform the re-design of a summatively assessed online collaborative group work activity. As a practical analysis, this paper will look at the data produced within a virtual learning environment (VLE), generated whilst delivering an online group work activity as part of the assessment for the University PgcHPE. The paper will explore how data can be used to inform assessment design, delivery approaches and marking processes. In respect to wider impacts of using learning analytics, the paper will outline the goals of using the data to inform future cohorts about issues of engaging effectively and appropriately in assessed group work activities.

Conference participants will find this paper interesting as we outline how we tackled the challenges of collecting data from a VLE, presenting it in a way that is useful for assessment purposes and using the products of data mining to improve the learning process.

Looking at why patterns of online behaviour emerge and how assessment criteria can be better aligned to encourage improved engagement and collaboration. Using the data to design a performance rubric that reflects the assessment criteria in respect to the process and not just the product of the assessment.

Conference participants will also find this paper is valuable in identifying a workable data mining methodology. We will describe how we used mainstream desktop tools to retrieve data, present it to a variety of audiences and explore the information to inform future assessment practices.

This paper will investigate the issues of validity and reliability around assessing both the product and the process of group work. Specifically the paper looks at addressing student concerns over traditional marking patterns; where tutors assess a group product and peers assess their contribution (process), using analytics to go beyond peer assessment. The issue of fairness will be explored through the lens of learning analytics and will offer conference participants the opportunity to discuss the rationale for improving fairness by incorporating real student participation data into assessment marks. However, in deciding to use real-time student performance data a re-design of the assessment and its participation criteria would be required. Buckingham Shum, S. and Ferguson, R. (2011) identify the value of adding this kind of data to the assessment 'mix' through seeing social learning analytics as "making visible, and in some cases potentially actionable, behaviours and patterns in the learning environment that signify effective process". This is a significant change to assessing group work, adding a more robust account of the process derived from real VLE data about student performance.

The wider implications for the sector is about using data analytics as a tool for gauging performance during the learning process. Where analytics have been used in the past to track online attendance, this work looks at using quantitative and qualitative measurements to benchmark activity and engagement in the learning process.

References

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Openness: learning from our history

Submitting Authors

David Kernohan, Amber Thomas

Theme

Openness and sharing

Tags

confrontingReality, Mainstreaming

How did we get here? A short history of open education (DK) — 10 minutes

Drawing on our own research, on the OER timeline developed by Lou McGill for CETIS, and from other published work as listed below, we will begin by presenting a short history of the movement highlighting the differing priorities and assumptions of each of three strands of thought. The story of sharing learning materials encompasses a number of agencies, programmes and projects. We hope to draw on the experience of delegates to improve our understanding of the history of the govement, both because it is a story that needs to be told and because a greater understanding of the past can inform our visions of the future.

When ideals meet reality (AT) 5 minutes

When open ideals confront reality: lessons from open source, open standards and open access.This brief input will explore the trajectories taken by open models: open source, open standards, open access. It will draw out the ways in which public and private organisations interact over openness, the role of early adopters and early mainstream take-up. It will signpost the economic and business issues involved in making open approaches viable.

Introducing key concepts in open education (DK) — 5 minutes

- Open content
- Open courses
- Open accreditation
- Open practice

Facilitated Discussion (Facilitated by AT) 20 minutes

Delegates choose which of the 4 they would like to SWOT. What are the strengths, weaknesses, opportunities and threats (SWOT) of these emerging open educational approaches, based both on the current climate? Scribe chosen for each group. Output is a SWOT.

The talks and SWOT outputs will be blogged by the session leaders.

Key references:

- OECD, "Sharing knowledge for free " (2007)
- CETIS, "Opportunities and challenges for higher education ". (2008)
- Ithaka, "Unlocking the Gates " (2011)
- Hewlett Foundation, "Review of the OER Movement " (2007)
- JISC, "Good Intentions " (2008)
- JISC will soon have a new section on the website bringing together evidence across open work.

Digital literacies in UK Universities: assessing the state of play

Submitting Author

Helen Beetham

Theme

Mainstreaming

Tags

digitalLiteracy, digitalUniversity, mainstreaming, strategy

There are several pressures on UK universities to address digital literacy as an aspect of mainstream policy and practice.

Student expectations of their study environment now include access to relevant hardware, software and networks, and support for personal devices. Students are increasingly aware that a repertoire of digital expertise is required in the job market, and expect a university degree to confer this advantage.

Research is being revolutionised by digital methods and in some cases whole new areas of investigation are emerging as a result. Open access publishing, digital networking and virtual reputation management are changing how academic identities are produced. Particularly in research-intensive institutions, these trends influence taught students.

While some educational inequalities can be alleviated through ICT — such as problems with physically accessing places of study — other kinds of inequality may be introduced. Institutions have to decide how they support students whose lack of basic digital literacy is impeding their engagement in study, and what responsibility they ask students to take for skilling themselves.

Thriving in a global education market, in which open educational content is freely available, means universities have to define their digital offer clearly. Most students now choose their university course based solely on online information. Capacity building for digital engagement is therefore critical to attracting and retaining quality students.

This short paper reports on the findings of a sector-wide initiative to benchmark digital literacy strategies, practices and approaches. Twelve institutionally-based projects covering 15 institutions and 10 professional associations took part in the exercise, which was carried out as part of a JISC-funded programme during November 2011-February 2012. Approaches to benchmarking were mixed method but within a generic framework for understanding the digital literacy landscape. This framework supported the gathering of institutional data about:

- Policy and strategy
- Technical infrastructure (e.g. supporting use of personal devices and services)
- Professional and support services

The framework also supported gathering of rich evidence from stakeholders about their:

- current digital skills and practices
- development pathways (how skills and practices have developed)
- attitudes and beliefs about digital technology
- aspirations and expectations.

The paper identifies key challenges facing the sector in meeting the needs of future students and scholars and presents a model for assessing and progressing digital literacies strategically. It concludes that a digital University is not simply one that provides up-to-date facilities but one that prepares students to live and work in a digital society, and fosters digital scholarship as a mainstream activity.

Using Articulate Storyline to tell a literary story

Submitting Authors

Carol Elston, Jade Kelsall

Theme

Openness and sharing

Tags

articulateStoryline, beta, e-learningDevelopment, literaryArchive

Using a real, 'meaty' project to test a beta version of an application comes with both pros and cons. Having a project that will stretch a new application is desirable for both the application developer and the user but equally a real project with stakeholders and deadlines is not always the best vehicle to test run an application that may at best be flaky. It was with some trepidation that we decided to use the beta version of the new Storyline application from Articulate to develop a resource that would allow the wider academic community to share in the rich literary archives available from Leeds University Library. The aim was to illustrate the journey that an author takes when writing either prose or poetry; from the first draft scribbled on the back of a shopping list to the final published edition.

As extensive users of the current Articulate suite of development tools, we were keen to try out their new product. Storyline seemed to offer a range of features that would enable us to develop more or less everything we needed; from being able to view digitised documents, zoom in on sections, provide transcripts and compare versions of documents.

This demonstration will provide feedback on our progress, identifying the ways in which we used the application and outlining any challenges we faced. It will also provide an opportunity to show case the resulting resource highlighting the opportunities for sharing knowledge across institutions.

The session will appeal to technologists who have an interest in using Articulate Storyline as well as those with an interest in literary archives. We will demonstrate how technology and the web can make fragile and, to-date, mostly inaccessible archived materials available to all.

Use of informal learning to tackle digital exclusion

Submitting Author

Nick Jeans

Theme

Openness and sharing

Tags

addressingInstitutionalProblems, confrontingReality, digitalInclusion, effectiveness, effectiveSolutions, mainstreaming, openness, pioneeringUses, problemSolving, savingMoney, sharingKnowledge, sustainability, sustainableApproaches, sustainableModels

Making IT Personal: Joining the DOTs' is a pilot project funded by the European Social Fund to examine how informal learning might be used to tackle digital exclusion, by harnessing knowledge that already exists in the community. The model can be an effective way of improving the digital skills of people in any area or organisation that chooses to use it.

The scheme started in August 2009 and operates across South Yorkshire. The DOT model is all about help and encouragement wherever and whenever it's needed. A DOT is a Digital Outreach Trainer, a volunteer mentor for friends, family, neighbours and colleagues grappling with technology for the first time — not an expert, simply someone who is able to pass useful knowledge tailored to the mentee's individual needs. Research (Non-Users Oxford Internet Surveys 2011) suggests that that the digitally excluded are becoming more entrenched in their reluctance to engage with digital technology. Furthermore, one third of non-users rely on family or friends to use the Internet on their behalf (Helsper & Godoy, 2011). In these circumstances, the best people to tackle this reluctance are friends, family or neighbours — which is exactly what DOTs are.

The project provides recognition and the chance to learn for those who volunteer as DOTs. Once registered on the website (www.makingitpersonal.org.uk) they receive coaching in mentoring and access to free learning resources and courses, including OCN accreditation as a Digital Mentor at level 2 or 3. DOTS gain formal approval by keeping an online record of the help people they have given. The website also provides an online forum where the DOT community can share experiences and expertise. This is particularly important because the range of help required can be huge — from the most basic tasks to complicated procedures such as setting up a wifi network or making email accounts talk to a web server (see video on www.makingitpersonal.eu/). DOTs pass on what they know and create new DOTs, becoming part of a self-perpetuating, viral network of technology users and mentors, narrowing the digital divide, person by person.

Project management is led by Barnsley Council supported by Sero Consulting and Sheffield College. Development of the learning offer is led by Sheffield College, which also develops and supports the DOT community in partnership with Sero. The lead evaluators for the project are NIACE (National Institute of Adult Continuing Education).

Since the project began in August 2009 over 500 DOTs have been recruited, each training on average 10 people. The improved digital competence of citizens has an important pay-off for local authorities, since the more services they can deliver online, the more cost-effective they are.

Many DOTs have progressed to a level 4 foundation degree in e Communications at the Sheffield College and to university. Others have used the scheme to boost their CVs and secure jobs.

The scheme has a strong appeal for NEETs (those Not in Employment, Education or Training), many of whom have IT skills which are valued by others in the community.

The model is a cheap and effective way of disseminating relevant skills in IT, relying on a website, a few hours of e-mentors' time and online resources.

Organisations with a vested interest in the project as a way of helping their employees or customers are now being encouraged to maintain the DOT model once EU funding ends.

More information at www.makingitpersonal.eu

Tools of the digital trade: developing academic and digital literacy

Submitting Authors

Helen Beetham, Pat Parslow, Joe Nicholls, Alison MacKenzie, David Baume

Theme

Sustainability

Tags

development, digitalLiteracy, digitalUniversity, learners, mainstreaming, strategy

Job market realities mean that graduates need digital as well as academic skills to prosper. Digital capability is also increasingly essential to institutions' core business of research, knowledge transfer, teaching and workload management, while digital scholarship is moving into the mainstream. The evidence from more than 75 proposals to the JISC Developing Digital Literacies programme is that the digital learning experience is also being used as a marker of institutional distinctiveness and a means of attracting new students. But how do institutions embed digital literacy into practice in a sustained and scalable way?

This workshop offers participants early access to resources from JISC Developing Digital Literacies programme. The format will allow for exploration of digital literacy work as:

1. developing students' capacity for successful study, employment and participation in a digital society through curriculum innovation

2. developing the capacity of institutions to meet the needs of students and to build resilience in a rapidly changing educational landscape.

Most of the workshop time will be given over to trialling development tools in small groups. These will include, for curriculum development:

- Creative course development materials from the University of Reading
- Sample learning tasks from the University of Cardiff
- Research rich learning activities form the University of Exeter

And, working strategically:

- The SCONUL digital literacy lens
- A draft mapping of digital literacy onto professional standards, led by SEDA
- Institutional tools for benchmarking aspects of digital literacy provision

Tools will be available to delegates ahead of the conference via the JISC Design Studio and will be promoted via the usual social digital networks. Following the hands-on session, there will be a chaired discussion on approaches to embedding digital literacies, leading to a series of recommendations which will be made available after the event.

This workshop will mainly be relevant to staff engaged in curriculum design and in strategic roles related to learning and teaching. However, outcomes will also be of interest to staff in e-learning, ICT support, libraries, educational enhancement and employability. Participants will have:

- reviewed the capacity of their own institution, department or unit to develop digital literacies
- experienced practical tools to assess and progress digital capability
- shared experiences of developing digital literacy strategically
- gained a better understanding of the relationship between digital literacies, learning, and the student experience

Indicative timings:

2x10-minute introductions: developing digital literacies in the curriculum; developing digital literacies strategically

2 x parallel 15-minute hands-on sessions with selected digital literacy tools/resources — participants choose one of the two options to review

10 mins feedback and developing recommendations for institutions — to be captured and shared

Designing tomorrow's curriculum today

Submitting Authors

Helen Beetham, Rebecca Galley, Alan Masson, Stephen Powell, Paul Bartholomew

Theme

Problem solving

Tags

curriculumDesign, educationalDesign, futures, graduateAttributes, pedagogy

Design creates culture. Culture shapes values. Values determine the future. (Robert L. Peters)

To thrive in an uncertain future, students graduating in the next few years will need to demonstrate new values and attributes. Today's curriculum design processes must generate the learning experiences that can shape those future graduates.

For the last four years, through a period of unprecedented upheaval in the higher education funding system, 12 institutions have been working to reform their curriculum processes. In doing so we have realised that few processes are closer to the heart of academic culture and identity.

This workshop explores how learning opportunities are shaped by the tools and approaches used during the design process. We will introduce a number of design tools and examples of their use. These will include evidence that curriculum offerings can be more responsive to changing educational agendas, more sustainably delivered, more flexible around diverse student needs, and more attuned to the capabilities graduates require for future living and working. Many of these curricula make effective use of learning technologies in the student experience, but the focus is on using technology to reform the process of design itself, to ensure the future needs of students are embedded in design thinking, and to enhance the way design teams make educational decisions.

A brief 5 minute introduction will raise the question of how educational principles are realised through the process of design.

There will be a 5 minute 'pitch' for each design tool followed by two plenary sessions of 10 minutes each, allowing participants to experience two of the design tools hands-on.

Tools available to try:

- Birmingham City University: 'Rough Guide to Curriculum Design
- ' Curriculum design cards from the Viewpoints project, designed to help curriculum teams map different educational elements in their planning
- Open University Learning Design Initiative toolbox: a range of course maps and design widgets that have been used across five institutions to support curriculum design, from first concepts through to detailed resource planning
- Co-Educate canvas generator tool to support business planning in curriculum design, and 8 Learning Events Model learning widget

A final 15 minute plenary session will encourage reflection on what educational values the tools reinforce, and what kinds of cultural change they might require.

Delegates will have:

- considered how different educational principles are realised through the design process
- reflected on how well educational principles and priorities are realised through existing design processes
- reviewed and trialled a range of tools to support curriculum design
- debated how to support effective design practice while encouraging innovation and a future orientation

Using Student Researchers To Discover The Truth About The Student Experience

Submitting Authors

Robert Farmer, Julie Usher

Theme

Problem solving

Tags

confrontingReality, effectiveSolutions, problemSolving

This paper will discuss the Undergraduate Research Bursaries at Northampton (URB@N) project, which supports pedagogic research by undergraduate students, and uses it to inform teaching practice both within the institution and in the wider field. The project provides a model for embedding the student voice into curriculum development, and supports research into the use of technology for teaching and learning.

Each year, staff at the University are invited to submit proposals for small scale research projects. These can be in any subject area, but must have a pedagogic rather than disciplinary focus. The projects are offered out to undergraduate students, who volunteer based on their own interests. Students from all disciplines can apply, and where there is a close relationship between the discipline of the staff and the student they will usually be matched, but this is not always or necessarily the case. The research tasks and outputs are agreed between the student and their supervisor, and all students are required to present their findings as well as reflecting on their experiences. On successful completion of the project, students are given a £500 bursary.

URB@N is now in its fourth year, and there have been an increasing number of projects focusing on technology in teaching and learning. URB@N is giving staff the opportunity to explore effective use of new technologies in their teaching, and removing obstacles of time and technical confidence. Students have a chance to recommend technologies they find useful, and staff benefit from the student/user perspective, creating a truly learner-centred teaching practice.

The URB@N model is evaluated each year, using a mixed method approach. This includes the collection of reflective feedback from students and project leaders, notes from collaborative meetings, and e-surveys, as well as tracking of the number of proposals and applications, and of any external outputs. The model develops iteratively as this analysis is fed back into each following round.

URB@N projects have succeeded not only in stimulating change and encouraging research-informed practice in teaching. Staff have reported other benefits, including opportunities to pursue research they would not otherwise have had time to do, and to develop their supervisory skills and working relationships with students. For the students, being engaged in research and influencing practice has had a significant impact on their confidence and motivation, as well as providing insight into the research process and the chance to develop valuable skills. These findings reflect the literature on the value of undergraduate research in general (Henkel, 2004; Healey and Jenkins 2009), although as yet there is little in the literature on undergraduate pedagogic research.

This paper will be of interest to anyone looking for scalable ways to address issues in current teaching and learning practice, or investigate new practices, from the learner's perspective.

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Action Learning, Archiving and Avant-Garde Theatre

Submitting Authors

Robert Farmer, Julie Usher, Patrick Campbell, Carran Waterfield

Theme

Problem solving

Tags

effectiveSolutions, enthusingLearners, problemSolving

This paper outlines a project in which BA Drama students are collaborating to produce a multimedia archive of their research, preparation and presentation of an experimental theatre production. The students worked with an avant-garde theatre director to collectively create a theatrical work, performed in May 2012. Students are engaged in this project on three levels: in performance roles; in production roles; and in digital archiving roles. It is the last of these that forms the focus of this paper.

The impetus for the digital archiving aspect of this project is threefold. Firstly, following ideas suggested by professional practitioners the project aims to introduce students to the idea of digital archiving as part of their professional practice — effectively extending the performance into the virtual space. Secondly, the digital archiving aspect of the project will enhance levels of digital literacy by introducing students to new web technologies, and issues of professional self-presentation on the web. Thirdly, by documenting the creative processes the students will be producing materials that will be used to support their critical reflections after the final performance. Although some of the resources in the website will feed in to individual portfolios, the collaborative nature of this archive also closely mirrors the group learning processes necessary to the creation and delivery of the performance.

The digital archive is based around a shared Google account, and the use of Google tools to draw together a range of materials for archive and dissemination. The students work in groups focusing on different elements of the production. These groups create and upload material to GoogleDocs, Picasa, YouTube, and Blogger. A selection of these archived materials are then drawn together to form a project website using Google Sites. During the creation phase all materials are viewable only to the project participants, who act as co-owners of the archives. On completion of the project, the site will be finalised and become open to public viewing, forming an artefact that becomes a trace of the performance as well as evidencing the work of the students involved.

Google was chosen as the tool for this project because it aligned with our goals of greater student autonomy and ownership, allowing students complete creative control while emphasising that the created site will be a publicly available resource — 'policing' of content was therefore based on collective decisions by the students. It also allowed us to train students on simple web and multimedia tools that they could use freely both during their studies and in their professional lives.

The project parameters and outcomes were set by academic staff and learning technologists, but this was very much a student led project, using multimedia technologies to engage students via an action learning (Peder, 1997), or expansive learning (Engestrom, 2001) approach.

At the halfway stage, with the performance completed, students are demonstrating high levels of engagement in collecting materials and building the archive, and are being very well supported by a member of academic staff. Their groupwork and digital literacy skills are developing, along with awareness of their online, as well as physical, audience.

Detailed evaluation of the project is ongoing, including assessment of students' contributions and teamwork, as well as gathering feedback through e-surveys and video interviews with students and staff.

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Engestrom, Y. (2001) 'Expansive Learning at Work: toward an activity theoretical reconceptualization', Journal of Education and Work, vol.14, no.1, pp.133-156.

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For examples of digital archiving of performance, see Triangle Theatre's project websites: www.lastwomen.co.uk, and; www.ninaandfrederick.co.uk/pollard/

Assessing e-book readers for academic practices

Submitting Authors

Hendrik van der Sluis, Timothy Linsey

Theme

Mainstreaming

Tags

confrontingReality, effectiveness, Pioneering, Uses

The potential of small handheld devices for staff and students to read text and manage organisational aspects of their work has been investigated since their inception (e.g. Marshall & Ruotolo, 2002). Recent studies have give increasing attention to e-book readers, which are promoted as a feasible alternative to print (Horizon, 2010) including their significance for student academic work (Janssen & Martin, 2009).

Documents that staff routinely use, annotate, correct or mark, are often distributed and stored in a digital format. E-book readers are lightweight, portable and capable of holding quantities of e-documents, some with enhanced note-taking features and therefore e-book readers may have the potential to enhance staff practices.

A trial has been carried out at a UK university in which 15 academic staff were asked to use one, out of three different types e-book readers, in both academic and personal contexts over a 4-6 week period. Structured interviews with participants followed the adaptation of activity theory by Engeström (1987) to ensure that all relevant aspects were encompassed.

Participants found the e-book readers easy to use and comfortable to read for a wide variety of non academic purposes. Their light weight and battery longevity contributed to a positive experience in a variety of locations and modes of transport, such as home, holiday, train and bus. In contrast, however, they found that in academic contexts (e.g. research, committee meetings, student coursework) the readers required significant adaptation of personal routines and conventions. Key limitations identified included the mis-match between an academic's existing practice (e.g. non-linear reading accessing multiple documents simultaneously) and that imposed by the technology, display and readability issues resulting from the file types used to commonly distribute key documents (e.g. journal papers, committee papers), along with the ability to flexibly annotate. However the positive response for the use of the technology in the leisure domain does identify potential, particularly in overcoming the key constraint of reading substantial documents on-screen, and we will include reference to solutions for enabling this use.

This presentation will report on the key findings from the study and will outline possible adaptations for overcoming some of the limitations described.

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Adaptive Roadmapping to Future Learning Landscapes

Submitting Authors

Li Yuan, Bill Olivier, Richard Millwood

Theme

Openness and sharing

Tags

Adaptive, Desired, Future, Roadmapping, TEL, TEL-Map

Innovation in a complex area such as TEL is increasingly being seen as an innovation ecosystem with multiple dependencies between players that need to be co-ordinate their efforts to bring about successful change. A coordinating loop needs to be established between users, providers, funders, researchers and developers, in parallel co-innovation efforts and sequential development.

The TEL-Map project is funded by the European Commission to enable stakeholders to share their insights on past and current TEL, forward thinking on TEL futures, the development of appropriate roadmaps and work towards actually implementing the desired futures for TEL in Europe.

Combining the widely adopted Future Search (2000), scenario planning approaches, together with participatory observatory techniques, the TEL-Map project has developed an Adaptive Roadmapping method, which seeks to overcome the limitations of earlier European roadmapping projects where "experts" produced roadmaps that were arguably not followed by others or were rapidly outdated by changing circumstances. In contrast, the TEL-Map approach seeks to support clusters of mutually dependent TEL actors with a shared concern or area of interest, whose participants already have a responsibility for moving it forward and between them have the resources, skills, authority, knowledge and need to bring about innovation. Initially, the UK HE cluster and the EU school cluster have been formed and participants have been working together to create their visions, desired futures and roadmaps for future TEL through face-to-face meetings and follow-up online activities.

In this demonstration, initial outcomes from TEL-Map's Roadmapping work produced by the school and the university clusters will be shared with the participants. In particular, we will provide an overview of the first phase of roadmapping cluster formation by taking the participants through the work of the UK HE cluster:

- Pooling visions and working towards a shared Desired Future.

- Listing assumptions and key areas of uncertainty, and projecting plausible alternative future contexts that the implementation effort will be operating in.

- Placing the Desired Future in appropriate context scenarios, to develop a roadmap with alternative future pathways.

For the rest of the demonstration, participants will work in groups engaging directly with the HE cluster's effort by working with the supporting web site, commenting on and contributing to, and making further contributions to the work already there, thus gaining a hands-on understanding of the process and supporting tools.

We hope this demonstration will provide a unique opportunity for participants to explore the Adaptive Roadmapping approach and potentially join the existing roadmapping groups to create desired futures and implement them collaboratively.

Pain and reward: Using an approach based on process and organisational change to replace the institutional VLE with step improvements in the service and support paradigm

Submitting Author

Scott Miller

Theme

Mainstreaming

Tags

addressingInstitutionalProblems, confrontingReality, effectiveness, effectiveSolutions, enthusingLearners, helpingAdministrators, largeScaleLT, mainstreaming, problemSolving, sustainability

The University of Sunderland has deployed WebCT and its subsequent versions since 2000. Support for this legacy product will cease in 2013 so a project to replace the VLE began in 2009. The university and its partner colleges use the VLE extensively.

Originally, an expert-led, technology-focussed project considered many solutions. Senior managers realised that they required a needs driven, organisational change management approach to win over hearts and minds instead of a solution driven approach. They re-constituted the project with professional project management adopting full PRINCE2 methodology rather than a 'light touch' PRINCE2 approach as had been customary for previous projects. The project divided activity into stages with stage boundary reviews. Formal stakeholder engagement fully considered business requirements and the user perspective. A key principle was to think before doing, i.e. perform as much up-front design as possible before any action or implementation. Processes were defined and rigorously applied. An end of project report measured the success of the implementation.

The project selected Pearson's Learning Studio VLE and Equella Content Repository. Ten work-streams 'designed' their deployment, considering the support infrastructure; training for staff supporting the new VLE service; skills development for the user community; migration of content from the old system and transition of all users to the new VLE for August 2012. The service and support paradigm defined a distributed network of people able to resolve user enquiries that will follow ITIL best practice in service management. The service is subject to continual evaluation using appropriate governance arrangements to drive continuous improvement.

The project succeeded in raising awareness of e-learning and helped the university to develop institutional strategies in related areas. Through its high profile, it engaged with other university groups and activity where their goals were synergistic, allowing for a high degree of institutional coordination.

The project concluded shortly before ALT-C. The approach taken was novel for the University of Sunderland and the wider community: While the use of PRINCE in corporate IT projects and ITIL for IT service delivery is widespread, these are much less common in Learning Technology. The approach is transferrable to future projects.

It was original for the university to ensure that the project was not expert led but driven by business needs expressed through stakeholder engagement. Adopting rigorous processes such as PRINCE2 and ITIL consumed considerable staff time and the culture change was challenging. The key demonstrable benefit was step change improvements that allow staff to use the VLE and its service more easily.

The presentation will outline major outcomes, including overt and less immediately obvious 'added-value' benefits. It will highlight the lessons learned and evaluate the approach to show how the 'reward' has been worth the 'pain'.

Building an Education Graph in the Linked Data Age

Submitting Authors

Tom Heath, David Errington

Theme

Openness and sharing

Tags

educationGraph, learningResources, linkedData

Recent years have seen an explosion in the application of network- and graph-oriented perspectives to domains as diverse as social networks, fraud detection and drug discovery. Major Web properties such as Facebook and LinkedIn have built business models on capturing the social and professional graphs, respectively, while the Linked Data movement has spawned the emergence of a data commons on the Web based on a graph-oriented data model. In the field of education, learners, teachers, resources, courses, lecturers and institutions all form nodes in an interconnected network, but this graph is not systematically used at present to enhance the learning experience and outcomes of university students.

Our work aims to address this issue by assembling a sector-wide education graph from institutional sub-graphs that describe the relationships between courses and learning resources. These institutional sub-graphs take the form of learning resource lists created through Talis Aspire Campus Edition, a software-as-a-service application based on Linked Data principles and technologies, and currently in use at 30 universities in the UK and beyond. The Linked Data technology stack, combined with custom processes for citation parsing and coreference resolution, provides the ability to easily pool data from multiple institutions through a lightweight data warehousing-style process.

The result of this data linking and warehousing process is a unique view of the broader education graph, including hundreds of thousands of learning resources used on tens of thousands of university courses. As with traditional data warehousing, this Linked Data-based approach is enabling the development of sophisticated analytics over each institutional sub-graph. However, more notable insights are possible by examining cross-institutional patterns that give a unique insight into how learning resources are used across UK universities. For example, analysis of this education graph reveals the most widely used resources in each discipline. In addition, analysis of how items co-occur on resource lists enables the generation of recommended resources (and recommended lists) for independent learners or course developers.

By assembling an education graph based on courses and learning resources, this work has begun to reveal meaningful insights that are already contributing back to enhancing the learning and teaching process. In future work we plan to explore mechanisms for further enhancing, enriching and analysing this graph to support learners and teachers in UK institutions and beyond, and understand how a broadening and deepening of the education graph can uniquely enhance the educational experience.

Mix 'n Max: A Hybrid Approach to Utilising Online Tools and Services for Learning

Submitting Authors

Juliun Ryan, Robin Gissing

Theme

Openness and sharing

Tags

confrontingReality, digitalLiteracy, engagingLearners, learnerExperience, sharingKnowledge, vleIsDead, web2.0

This hands-on workshop aims to introduce delegates to ways in which a range of free, easy-to-use online tools — some of which feature in the C4LPT Top 100 Tools for Learning 2011 (C4LPT 2011) — can be combined or hybridised to offer innovative ways to facilitate learning activities.

In the five or so years since Stiles (2007) postulated the death of the VLE, the move towards a 'thinner' VLE and a greater degree of student-initiated processes in learning has perhaps not been as pronounced as anticipated. Indeed, many delegates may well still find themselves caught between the issues and challenges associated with use of 'third party' tools whilst at the same time being forced to confront the reality that no single institutional system is likely to meet the full range of their pedagogic requirements. Using and combining such tools is one way to meet these pedagogic requirements.

Moreover, doing so represents an important means by which staff and students alike can move beyond the 'walled garden' of the VLE and out into the wider (and arguably more authentic) realms of the digital domain. At a time when learners' expectations are shaped by a post-2012, increasingly marketised education climate, the facilitators contend that this process constitutes an important step towards developing aspects of digital literacy, increasingly seen as a vital graduate attribute (JISC 2011).

The facilitators will provide a short introduction and orientation covering the workshop's format, aims and activities. Delegates will then work together in groups, actively engaging in hands-on exploration to familiarise themselves with tools' functionality and to develop sets of brief pedagogic rationales for their use. Feedback to the wider group on progress and the ideas generated during this phase will be shared and captured.

Delegates will then assemble into smaller sub-groups to develop examples of how two or more such tools could be used in combination, constituting the 'building blocks' of a new tool or approach. Facilitators will capture the outputs of groups' work at various points during the workshop using a variety of media. This will allow for the sharing of practice between workshop attendees and, it is hoped, the wider conference community.

The inherent flexibility of this 'building block' approach makes the session suitable for individuals at a various points on the technology enhanced learning 'journey', including those who may have little prior experience of incorporating the use of online tools and services into their practice.

Please note: BYOD (bring your own device) recommended.

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How can lecture capture enhance, and not just capture, teaching?

Submitting Authors

Morris Pamplin, Martin Rich, Sandra Partington

Theme

Mainstreaming

Tags

confrontingReality, e-commerce, lectureCapture, mainstreaming, pedagogy, pioneeringUses, screenCasting, teachingPractice

This presentation addresses the conference theme of mainstreaming by suggesting that as a learning technology, lecture capture has the potential to disrupt teaching practice rather than seamlessly integrating into it. While there is evidence around students' use of lecture capture recordings, we must better understand how academic staff can use lecture capture as part of their teaching, and build on the studies that look at techniques such as screencasting (e.g. Davies and Hardman 2010). As part of a pilot project at City University London, the Education Support Team has looked at ways in which lecture capture can be incorporated into teaching, and not just into learning — that is, how it can enhance, and not just capture, teaching. Dr Martin Rich runs a module in E-Commerce and together with his students, he has used lecture capture to record student presentations and group work activities. The presentation will review the initial findings of this project and its implications for the integration of lecture capture into teaching practice.

Better user experience, better learning experience?

Submitting Authors

Carol Shergold, Stuart Lamour, John Davies, Paolo Oprandi, Mark Parsons

Theme

Mainstreaming

Tags

effectiveness, enthusingLearners, largeScaleLT

As learning technologists we always want to provide the users of a system with the best possible experience. It is often the case, however, that the common tasks users are expected to undertake are neither as intuitive or efficient as they might be (e.g. Rakoczi, 2010). This presentation describes a suite of changes made to a university virtual learning environment (VLE) and the extent to which these changes have made a positive contribution to the teaching and learning experience of staff and students.

We believe our presentation will be of interest to participants because the VLE still provides the main online learning space in most Higher and Further Education Institutions. We feel it is important to the field because focusing on the user experience — and the way this can encourage staff to create an engaging learning experience for students — can be overlooked in the development of large-scale systems such as VLEs.

The University of Sussex has been using Moodle as its institutional VLE for six years. Over the past three years, much of the in-house development has focused on improving the user experience from both a staff and student perspective. These changes have been informed by published studies, as well as feedback from our users and adopting and adapting some of the design patterns used by popular websites. Key developments have included:

- making it easier for staff to perform common tasks;
- creating explicit links between the tools available and their role in learning;
- helping staff make their site the hub for the students' learning by putting the resources and activities into context;
- improving site navigation for students;
- ensuring that the VLE is optimised for use on mobile devices.

In our presentation we will provide an overview of some of these developments, particularly focusing on the developments designed to improve usability of the system from the perspective of the tutors who seek to build and manage their sites within Moodle.

We will report on a range of methods we have used to evaluate these developments. These include: quantitative metrics such as the number of clicks required to carry out a given task; analysis of historical user feedback; usability studies of staff carrying out common tasks in the original and updated systems; and a survey of tutors' current experiences.

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Using mobile technology to enhance student educational experiences outside the classroom

Submitting Authors
Brian Whalley, Derek France,
Katharine Welsh, Julian Park, Alice
Mauchline

Theme
Problem solving

Tags
devices, fieldwork, mobile, out-of-classroom

Well-designed out-of-classroom activities, such as fieldwork, can greatly enhance student experiences and their engagement. When 'fieldwork' (encompassing many 'out of classroom' activities) is under increasing financial pressures, it should provide good educational experiences and value for money for students and tutors. TEL in fieldwork can enhance students' education and promote digital literacy. Participants will develop learning design schemas and use mobile devices and apps to plan and run (very) short fieldtrips around the conference venue The outputs will show tutors what students could do in the field using smartphones, ipads/tablets appropriate pedagogy and apps, to accomplish problem-based tasks. Digital literacy as well as experiential learning is promoted by approaches which use 'connectivism' and these are promoted in this workshop.

It is not necessary to go to far-flung places to produce effective fieldwork. After planning their given project, teams will make (short) visits to, e.g. the University Museum, do interviews or surveys in the wild (and possibly woolly) Oxford Road, or other opportunities around the conference venue. The teams will plan and do an integrated, 'bare bones' field trip using 'technology' as they think appropriate and report back. These 'trips' will need to fulfill various fieldwork tasks and show how technology can be used to enhance learning using devices and apps that students might have to use in Real Life Experiences. We are expecting that learning technologists under pressure will present creative ideas for student involvement that tutors could use as templates. We shall provide some iPads and communicate with participants pre-event.

Participants will be able to show how tutors can establish good practices, and embrace technology, as part of problem solving experiences for students. Teams (4-5) of participants will construct, 'micro field trips' and demonstrate to tutor colleagues (who are perhaps reluctant; 'we've always done it our way') to embrace mobile technologies in their fieldwork. Participants will gain experience of putting 'apps into effective practice' by thinking creatively about TEL, pedagogic practice and fieldwork. As well as coordinating digital enabling skills members will gain experience in stating Learning Outcomes for fieldwork projects and using pre-trip and post-trip interventions.

Pre-Event activity (Preflight): Workshop time, as in fieldwork, is limited so we shall provide ground rules, topics, ideas and information a day or so before we start (not compulsory) on our website.

Post-Event Activity: The products of the workshop and (within reason!) comments and feedback on participants' experiences that have made, to show what can be done will be posted on the 'fieldtrip'/project website. Participants will leave with a resource pack with 20+ case studies for ideas of which apps may be suitable for educating in classrooms and in the field. We shall also give a (bottle) prize to the 'best' activity template submitted.

Timings: Preamble 5; activity 45: debrief 10

"Why should I bother?" Engaging learners in digital literacy skills development — challenges for learning design

Submitting Authors

Marion Hall, Ingrid Nix, Kirsty Baker

Theme

Sustainability

Tags

digitalLiteracy, ICT, ICTskills, informationLiteracy, integratingSharedResources, learnerEngagement, learnerMotivation, learnerSupport, learningDesign, OERs, sharedResources, skills, skillsDevelopment, sustainability, technologyEnhancedLearning

In today's environment it is vital for learners to develop digital literacy skills (defined by the European Commission as confident and critical use of ICT for work, leisure, learning and communication). The Quality Assurance Agency for Higher Education requires graduates to be able to demonstrate digital literacy. Employers consider these skills essential. And, with the personal cost of university education rising dramatically, learners themselves increasingly expect courses to demonstrate relevance to the workplace and fitness for purpose in the real-world.

In recent years the Open University's Faculty of Health & Social Care has evolved different approaches to digital literacy skills development for its health and social care learners. Ten years ago many learners arrived with little experience and low confidence in using ICT. However, the need for ICT skills within certain work-based learning modules put pressure on learners to engage in skills development despite low motivation. Since ICT skills resources provided by the wider university were not sufficiently supportive for these learners, tailor-made resources were developed. These provide detailed guidance and tasks 'contextualised' within each module, emphasising the relevance of skills to the subject or work-based setting. As requirements to develop digital literacy skills became mainstream across the faculty, a more sustainable solution for other modules became necessary. Resources were developed for an online repository that are more generic, shareable across modules, and easier to maintain and update. But despite this provision, some learners choose not to engage fully in digital literacy skills development, instead prioritising the subject-specific content of their modules.

The Evaluating Approaches to Developing Digital Literacy Skills project is confronting this reality by exploring the effectiveness of different learning designs in three modules, via learner perceptions of their skills development experiences, with data collected from questionnaires (n=298) and interviews (n=18).

We aim to identify:

- why some learners fail to perceive the relevance of digital literacy skills development.

- learners' needs and preferences in relation to learning design features.

- key factors affecting learner engagement.

Our results highlight:

- learner attitudes to the role of ICT in work and everyday life and to learning design features, such as the use of generic versus module-specific resources and the degree of contextualisation.

- relationships between attitudes/engagement and aspects of learners themselves, such as gender, previous experience, confidence, and their work setting.

This information will enable us to optimise our learning designs, better support our learners, make more explicit the benefits to employability, and thereby increase learner engagement.

Our presentation will interest educators involved in designing skills activities, the development of digital literacy, or technology-enhanced learning in general. Although our shareable skills activities are not Open Educational Resources (OERs), similar principles apply, making our findings relevant to learning design in modules using OERs.

Lecture Capture at AUC leads to active learning

Submitting Author

Pandeli Glavanis

Theme

Mainstreaming

Tags

addressing, confronting, effective, institutional, mainstreaming, problems, reality, solutions

Students arrive at the American University in Cairo (AUC) from an extremely didactic, teacher-centered school background where they are primarily exam-driven (seeking correct answers to questions). Thus, faculty faced an uphill struggle to introduce student-centered learning, critical thinking and active learning. The benefits to be derived from transforming students from being passive listeners to active learners has been recognized by most faculty for some time, but its implementation as a University-wide strategy faced several obstacles. The most important of these problems was that most faculty found it impossible to engage in active learning in the classroom as well as deliver the content required by the syllabus in short 75 minutes classes. Invariably lecture formats were maintained and active learning remained as an ideal to be emulated if possible. The Revolution of January 25th, 2011and the subsequent turmoil in the country posed additional problems in that the University was forced to close repeatedly and teaching days were being lost. AUC was facing the possibility of failing to maintain its required number of teaching days, according to its accreditation terms, and thus be forced to cancel the semester. It is under such pressures that the Center for Learning and Teaching (CLT) at AUC introduced lecture capture (flipped classroom) technology and teaching strategies to the faculty. The benefits to be derived from such an approach to learning were immediately appreciated by the faculty, students and even the administration. CLT was encouraged and devoted considerable effort and resource in disseminating both the technology and associated teaching strategies to faculty.

The results were extremely satisfactory in that not only did AUC salvage the Spring semester of 2011, but also the responses of both students and faculty using the new technology were quite positive. By the end of the Spring semester a significant proportion of AUC faculty were using the "flipped classroom" teaching strategy and associated lecture capture technology in some form or other and in a CLT survey of faculty 67% indicated as being "very satisfied" with it while another 33% indicated they were satisfied. Furthermore, although faculty indicated that using lecture capture as such was not time consuming, the process of using the "flipped" model did require a significant effort in preparing class-room exercises. On average faculty reported that it entailed an additional 1 to 2 hours per week in order to prepare such exercises. Nevertheless, they also acknowledged that this was the case the first time they used it and the time was significantly reduced in the following semester. Faculty also highlighted three critical pedagogic benefits: 1. Facilitated class discussion of theoretical concepts; 2. Provided an opportunity to apply complex theoretical issues in class — active learning; and 3. Generated opportunities for students to discuss course material on line — student-centered learning. As the CLT survey of students produced equally encouraging results CLT decided to focus most of its energy and resources on the further development and dissemination of both the lecture capture technology and the associated innovative teaching practices during the academic year 2011-12. The administration was also delighted as AUC continued teaching its students, despite the turmoil and closures, and the technology involved is extremely user-friendly and very low cost.

The potential of e-readers in education

Submitting Authors

Sandie Gay, Tina Richardson, Paul Miller

Theme

Openness and sharing

Tags

accessibility, adultLearner, adultLiteracy, eBooks, enthusingLearners, eReaders, guide, innovativeTechnology, openness, sharingKnowledge

With e-books becoming an increasingly everyday technology, it is timely to see how e-books and e-readers can be used in the adult learner setting to support the core processes of teaching and learning. In particular, to see if they have a place in the classroom in developing literacy skills and cultivating a pleasure in reading. We compare the benefits for the learner and their learning of using e-reader hardware and e-reader software on tablets, computers and smartphones. By highlighting the challenges, such as that of cross-platform operability and digital rights management, for institutions and teachers of integrating these technologies into their everyday practice and for learners struggling to develop their literacy skills, it may help persuade manufacturers and developers to meet the needs of learners and learning providers thus securing this significant market.

The authors, Sandie Gay and Tina Richardson, researched how e-books and e-reading devices are beginning to be used in education. Additionally, they commissioned their own case studies in the adult literacy classroom, in a range of settings and with learners at different literacy levels. The gathered evidence will be published, in the form of a guide (in print and e-book format), for the primary audience of literacy/ English teachers and FE curriculum managers. Suggestions on how the features of e-readers and alternative devices can facilitate, support and enhance literacy skills development and so take their place in the classroom for both formal and informal learning will form a major focus. In particular, the guide will highlight how e-reading devices may make text more accessible and reading easier for all learners and especially for learners with specific disabilities and outline the identified issues. Paul Miller of JISC RSC-NW will present the findings of a JISC funded case study carried out with learners at Newcastle City Learning.

The results of our research will be analysed and collated into a guide by the end of June 2012 — for publication in October 2012. The guide is intended to help inform adult educational organizations planning to introduce and utilise the potential of e-books and e-readers in the classroom to support learners develop and improve their literacy skills.

The guide will include an analysis of the features of e-books and e- readers that can facilitate and enhance literacy skills development and so form the basis of any purchasing decisions by curriculum leaders, practitioners and teachers. It will present evidence-based ideas gained from current practice on how to incorporate this technology into classroom activities and how learners may continue to benefit beyond the classroom and how different features of the e-reading devices can be used to make reading more accessible to all. The authors will also suggest innovative ways of using e-books and e-readers to address the needs of different levels of learners in the classroom. The authors suggest that, if education is looking at mainstreaming e-readers, now is the time for teachers to lobby the manufacturers of devices and producers of e-books to include the functions and features that would better enable their use in the classroom for the benefit of all learners.

Developing Digital Literacies in your institution

Submitting Author
Carole Baume

Theme
Problem solving

Tags
addressing, effectiveSolutions, InstitutionalProblems, problemSolving

Facilitators: Carole Baume, JISC Critical Friend, to four projects within the Developing Digital Literacies Programme and staff from the four projects (see below)

This 80 minute workshop for a maximum of 50 participants will give you the opportunity to explore and adapt some powerful ideas being developed by projects within the JISC Developing Digital Literacies Programme. Project leaders will help you use these ideas to develop ways to boost the digital literacies of students and/or staff in your University or College.

Students and staff need to stay agile and adaptable in their use and development of new digital technologies. The four projects from the JISC Digital Literacies Programme whom you will work with have each taken a unique approach to the problem, reflecting current issues in their very different Universities. The projects are:

- DIAL (Digital Integration into Arts Learning), at the University of Arts, a range of mini-projects encouraging development in particular disciplines and staff, student and locational groups;

- Digital Literacies as a Postgraduate Attribute, at the Institute of Education, a focus on research which enables us to learn more about the specific needs of mature part-time learners;

- The Digital Department, at University College London, which highlights the development needs of a particular group of staff who are supported through an accredited programme supported by the AUA;

- Digital Literacies in Transition: A model for transforming graduate attributes, at the University of Greenwich, focuses on curriculum development designed to enhance the life chances of a diverse student population.

You will be given a very brief introduction to three powerful ideas being used by each project. You will then choose one project to work with as you develop ideas to help your institution become more effective in your chosen area of digital literacies, for example:

- The needs of a particular discipline or group of staff;

- A programme of research to underpin the further development of the use of digital literacies in student learning;

- Increasing collaboration between departments and staff groups in the development and introduction of digital processes for education and administration.

You will spend the great majority of this workshop answering and discussing questions — generically, "How can I adapt and use these particular ideas from these particular projects to meet the needs of my institution / my staff / my students?" Project leaders will provide initial stimulus and then consultancy support to the discussion groups.

You will leave the workshop with an outline plan of how to use one of these powerful ideas in your institution.

Transforming Learning Technologists into Design Researchers

Submitting Author

Brenda Bannan

Theme

Problem solving

Tags

designResearch

This seven minute, concise presentation will detail how graduate students at a University in the mid-Atlantic region of the U.S. are participating in design research efforts in the learning technologies field. The practice of design research is truly "a confrontation with reality" as educational researchers wrestle with changing the notions of traditional approaches to research toward the incorporation of more situated, applied and transformative methods to improve learning technology design, development and implementation. Design research has most recently been depicted as employing integrated cycles of design and research processes to address complex educational problems: 1) situated in real educational contexts; 2) focusing on the design and testing of a significant intervention; 3) using mixed methods; 4) involving multiple interventions; 5) involving collaborative partnerships between researchers and practitioners; 6) evolution of design principles and 7) attempting to demonstrate practical impact on practice (Anderson & Shattuck, 2012).

This brief talk will quickly overview current definitions of design research and then depict processes of this form of research through photographs of graduate student teams participating in design research including description of basic and applied methods used such as needs analysis, rapid prototyping, contextual analysis, talk-aloud protocols, usability testing, interviews, surveys, etc.

Graduate student design research projects have included the analysis, conceptual design and evaluation of formal as well as informal educational prototype solutions employing technologies such as iPhone applications and augmented reality for education and training contexts. A range of graduate student design research projects/processes will be briefly depicted such as prototypes addressing: 1) a mobile iPad application design to promote critical thinking for high school students at the National Zoo in Washington, DC; 2) a mobile smart phone application to improve visitors' informal learning about American history at George Washington's Mount Vernon estate; 3) an augmented reality mystery game design for teaching U.S. Civil war history to children using geolocation iPhone features; and 4) an augmented reality prototype design to motivate and teach adults how to correctly implement physical therapy recommendations with feedback using video game console, Xbox Kinect. The varying research contexts and applied methods will be overviewed to represent a range of processes implemented in design research. The value of teaching Learning Technologists how to implement design research methods and strategies to improve the use of existing technologies as well as design new learning experiences with new tools will be addressed.

Design research is an emerging form of educational research that has the potential to greatly improve what we know about teaching, learning and learning technologies. Current methods of educational research can be enhanced with inclusion or adoption of a design research orientation particularly for those involved in the field of learning technologies.

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One set of technologies, multiple manifestations: semantic technologies for education

Submitting Authors

Kate Litherland, Fran Tracy, Simon Morris

Theme

Openness and sharing

Tags

caseStudy, openContent, openness, openSource, sharingResources

This demonstration session brings together recent developments in open-source semantic web technologies and 'open data'. Participants will be introduced to the Exhibit toolkit; see three very different applications built from this set of tools, and have the resources available to them to construct their own simple application afterwards (links to these will be made available via the conference Crowdvine site).

Online resources are perceived as important for student engagement (Wood et al 2011), but teachers have also identified a requirement to be able to customize open content rather than simply appropriating it (Lane, 2007). Taking a 'linked data' (Bizer et al. 2009) approach to use of open content in education offers one way of allowing teachers to tailor resources to the demands of their discipline. Combining this with semantic web technologies which allow users to aggregate, convert and visualise these data allows for the development of creative and relevant technologies for learning, without needing to fully subscribe to the more demanding programme of the 'Semantic Web' as a whole (i.e. interoperability, exchange and 'machine-readable' data). The resulting combinations of new infrastructures and interfaces for sharing data has changed the 'terrain' of some disciplines significantly, which is in turn redefining the teaching and learning environments that prepare students for professional roles.

Work on the applications of semantic web technologies in three such disciplines (in the physical sciences, social sciences and performing arts) has highlighted the need to direct students towards high-quality resources whilst keeping tasks oriented towards specific learning outcomes (Martinez-Garcia et al, 2012; Edwards, Tracy, and Jordan, 2011). The particular types of technology enhanced learning needed to support these have been explored with teachers and students to produce very different applications, deployed and adopted in different ways, but all built on the same principles with the same open-source toolkit.

The session begins with a short introduction to the open-source toolkit used to build the applications demonstrated (5 minutes). There will then be short demonstrations of the applications designed for Geosciences and Education Studies (10-15 minutes altogether), which will show how the common framework can be used to build subject-specific applications. The remaining time (10-15 minutes) will be used for discussion and to allow participants to try the applications for themselves.

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Technology: the new mainstream?

Submitting Authors

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Theme

Mainstreaming

Tags

academicPractice, digitalLiteracy,
digitalScholarship, disciplines,
mainstreaming

Instead of debating how learning technology can be brought into the 'mainstream' of academic practice, we should be debating how academic practice can be better aligned with a 'mainstream' culture that is now thoroughly digital. 'Digital literacy' is defined by the European Commission[1] as both a social entitlement — essential to living, working, social participation, acquiring goods and services, expressing oneself and learning throughout life — and a prerequisite for economic recovery. From this perspective, it may be traditional academic practices that are in danger of being sidelined or appearing irrelevant to young people's aspirations. How digitally literate are our academic institutions? How can teachers and scholars situate themselves at the forefront of the knowledge revolution? How relevant are current forms of academic work to potential students?

This debate offers perspectives from four UK Universities that are engaged in digital literacy development. The questions that all panel members will address are: what characterises effective digital academic practice; and how can we best develop it?

The panellists share a belief that digital literacy needs to be understood at the level of knowledge practices, situated in academic roles and organisational cultures, and in subject communities. The perspectives from which they will address the two questions are:

(Institute of Education): how and why students use technologies, including the places they study and the ways they manage the integration (and separation) of their personal, professional and academic lives;

(University of the Arts, London): student employability needs and industry/sector requirements in the context of arts education;

(University of Exeter): digital literacy in research-intensive contexts and the role of postgraduate research students as digital pioneers;

(University of Bath): working with academic staff to explore how digital experiences can develop students' subject knowledge and professional practices in academic programmes.

Structure:

Chair offers a short overview of the digital literacies landscape and proposes the two questions (6 minutes)

Four panel members speak for 6 minutes each (max 8 slides)

Participants offer their own interpretations of digital academic practice and their experiences of effective development work (20 minutes)

Panelists sum up what they have learned from participants (2 minutes each) with a final round-up from the Chair.

Participants will have:

- discussed how academic and digital practices are influencing one another
- reviewed what new capabilities are required to thrive in a digital academic landscape
- considered a range of approaches to developing digital literacy in academic institutions

- assessed which approaches are most congruent with their own roles and academic settings
- contributed their own definitions and developmental practices

Exploiting Augmented Reality to Enhance the Student Experience

Submitting Author

Farzana Latif

Theme

Mainstreaming

Tags

Augmented, engaging, experiential, fun, mainstreaming, Mobile, Phones, Reality, relevant

Combining the real and virtual worlds, Augmented Reality (AR) is changing from "gimmick to a bonafide game-changer" (Horizon Report, 2011). The initial scope of this project explores how mobile devices are helping to make AR an achievable option in learning, teaching and student services. Features such as image recognition and location-based services can enrich the student experience, allowing students to connect with a whole host of resources in a context-specific manner, supporting experiential learning, and offering a new dimension to traditional methods. The portability of these devices supports the opportunity to take teaching out of the classroom and away from a fixed position, whilst exploiting the fun and excitement that AR brings to an experience.

In order to engage academics with the use of AR in teaching and learning, existing multimedia resources developed both internally and available freely externally were used to demonstrate the potential. These examples were then demonstrated to students and staff at a University-wide learning and teaching showcase (which academics and support staff from different schools, students union, careers, library attended), in an attempt to help explain AR. Attendees were asked to consider how these concepts could be applied within their own discipline. Following this feedback and through close liaison, pilot projects were established to identify how AR could be used as more than just a 'gimmick', to enrich the student experience.

Projects were identified to demonstrate and establish suitable uses of AR. Although AR is not limited to mobile devices, this technology was selected to deliver these projects because of their portability and increased use amongst students. AR browsers (which enable access to AR resources) were explored to understand their limitations and the amount of development time required to build resources for them. The first of these examples highlights its use in a classroom/lab session, the second exploring how this technology can be used outside of the classroom.

The process involved in creating AR resources for mobile devices will be described, alongside the chosen browsers and reasons for selection. Despite the increased use of mobile devices not all students have access to this technology, issues and potential solutions concerning accessibility and the aforementioned are explored.

AR enables multimedia and other information or learning resources that institutions already have available to be repurposed. Whilst there are a variety of mobile AR browsers, they all differ in terms of functionality. Before this technology can truly become mainstream, there is a need to innovate and identify its use. Consideration is given to other technologies that can be used to deliver AR activities.

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How do learning technologies support women returning to physical science education and training?

Submitting Author

Theresa Kinnison

Theme

Mainstreaming

Tags

enthusingLearners, FE, feministApproaches, inclusion, mainstreaming, STEM

Women are currently underrepresented in a range of science and engineering jobs at all levels (NIACE 2011). For example, only 2.5% of engineering apprentices are women. Further and Higher Education have a tradition of providing intensive courses that return women successfully to physical science/engineering studies (and other scientifically related areas). By most measures these courses and the women who pass them must be amongst the most successful, but research into how technology may support them is scarce. In addition any education research usually ignores the use of technology; any learning technology data may be technologically deterministic or, although useful, is produced as a by-product of other work (e.g. Badge et al., 2012). In quantitative studies the low numbers of women involved render the data inconclusive (e.g. King et al., 2008). Consequently, this paper addresses the following timely question: how can mature women use technology to support them in studying science? The paper then summarises the findings produced from a small qualitative study with a group of mature female Foundation Year Science students and describes how they used technology — both personal and institutional — to support them in studying science. Cognitive and affective factors will be reported along with factors that promote 'persistence' among women learning and working in science, within frameworks adapted from adult and lifelong learning theories. The session will highlight the need for discussion around how 'mainstreaming' the use of technology will necessarily mean meeting the diverse needs of all students, while highlighting some of the successful technology based strategies that have helped these students to learn effectively; indeed for learning to be, as it can be for such students truly 'transformative' (Mezirow, 1981). The paper concludes by asserting that we should be wary of promoting a one-size-fits-all approach and that from the particular needs of these learners, key lessons for mainstreaming technolgy use can be learned.

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Somewhere Along the Line

Submitting Author

Esther Barrett

Theme

Mainstreaming

Tags

confrontingReality,
enthusingLearners, mainstreaming

An exploration of bilingual community learners' attitudes around literacy skills and learning using technology

Bilingualism and literacy skills are high on the agenda in Welsh education and social policy. Technology is playing an increasingly important part in lifelong learning in terms of pedagogy, administration and learner support which has been recognised by Welsh Government in its policies and education inspection framework. Much research has been done around the issues of bilingualism and literacy (Hornberger, 2003) and the experiences of groups of learners engaging with technology, mainly in Higher Education. Some recent studies have looked at the use of the Welsh language in Social Media (e.g. Cunliffe & Honeycutt, 2010). This project attempts to bring these themes together to explore the opinions and experiences of a group of learners who have not so far contributed their thoughts in this field. By engaging with bilingual community learners, we are able to confront the reality of their experiences and thoughts about learning using technology.

This qualitative research study was conducted in Wales in several phases over a four year period. Data was collected in various ways including an online national survey. Detailed learner profile interviews were carried out face to face with two groups of bilingual learners, and one group went on to participate in a focus group and artefact interviews, and to answer email questions. The data has been analysed thematically and the findings and discussion are part of a PhD thesis.

The study found that the attitudes of bilingual community learners relating to literacy and learning using technology are diverse, wide ranging and often related to deep issues of identity, tradition, self-confidence and a strong sense of what is 'proper.' The data includes many quotes that illustrate these themes. When key themes are formed into continua such as confidence, conformism and standards, the attitudes of participants can be placed somewhere along the line between the two extremes. This continua model can be a useful visualisation tool when considering the data.

The diverse range of attitudes among bilingual community learners using technology reveals a complex picture which may help to inform policy in the fields of minority language promotion and support, understanding the needs of older bilingual learners, and the use of technology in community learning and literacy skills delivery. Conference participants might find this research a useful background resource when enthusing and supporting multilingual learners and for helping to mainstream learning using technology in a multilingual context.

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War zones, Pompeii, and mummies: Tablet computers for situated and on-the-go learning and research

Submitting Author

Terese Bird

Theme

Problem solving

Tags

ipads, learning, learning, learning, mobile, on-the-go, pioneering, problemsolving, situated, tablets, uses

Tablet computers have captured the imagination of educators with the affordances of powerful and varied applications (apps) and internet access in ever more convenient packages. Some of the most widely-publicised use of tablets in learning has been in classroom situations such as in Cedars School of Excellence, the world's first one-iPad-per-child school (McFayden, 2010), and Abilene Christian University, where iPads are widely used as e-readers and as compact devices for in-class notetaking (Roscorla, 2011). Yet tablets offer different and additional affordances outside the classroom, in situated and on-the-go learning and research, 'integrated into the context of work' (Grohmann, G.; Hofer, A.; Martin, 2005).

This presentation will describe three cases from the University of Leicester, of tablet computer use in non-classroom situations. These are: campus-based Museum Studies masters students used Windows tablets to access videos and text from experts at the British Museum whilst on field trips, and to gather new content and facilitiate notes and photos as part of preparing presentations for fellow students; a group of 15 distance Criminology masters students, many located in conflict zones, were sent an iPad with a bespoke app containing core learning resources (including module materials, e-books, OERs) which can be viewed and listened to even without an internet connection; and a group of archaeology researchers in Pompeii using iPads to superimpose archaeological data on photos taken of the ruins, to facilitate readings and notetaking and synchronizing data with a central database. In each case, the tablet computers enabled learning either in the only place where the information exists (Pompeii, the British Museum) or in a place where learning on-the-go is vital to the learner (Criminology students in areas of conflict).

Using Gibson's notion of affordances (Gibson, 1979) and Conole's model of E-Pedagogies (Conole, 2011), the presentation will begin to model a framework for the use of tablet computers in situated and on-the-go learning. Positives and negatives of tablet use in each case will be shared. Learning benefits and efficiency gains will be discussed in the light of evaluation by the students and other stakeholders.

The presentation will argue that the mobile qualities of the tablet were pivotal, in that learning necessarily occurred outside the classroom and transcended environmental limitations, resulting in a richer, more efficient, and more fruitful confrontation with reality for the students.

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The Strategic Developer

Submitting Authors

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Theme

Problem solving

Tags

addressingInstitutionalProblems, effectiveness, effectiveSolutions, pioneering, problemSolving, Uses

Further / Higher Education (F/HE) in the UK is in the fortunate position to have talented and experienced developers working in its organisations, driving both service development and applied research. Because of this, developers in F/HE frequently contribute to a particularly rich source of technical innovation to the sector.

The CMALT Scheme provides a framework to develop learning technologist skills. This session is about the hard technical skills end of this technologist spectrum. It is about the coders, hackers and integrators, the people who build and develop software solutions.

As part of our work on the DevCSI project [http://devcsi.ukoln.ac.uk/blog/about/], we are creating a collection of case studies and resources to explore the idea of the Strategic Developer [http://devcsi.ukoln.ac.uk/blog/2011/05/17/the-strategic-developer-how-local-developers-can-make-a-difference/] We run events such as Dev8D and Dev8eD and challenges to help nurture the skills of developers.

This session is a showcase of the ways that developers working collaboratively can solve problems in teaching and learning. It will highlight the successes of this approach within learning technologies and beyond. Most importantly it will give an opportunity for managers to think about how they work with developers: the argument for in-house expertise, ways of utilising technology skills.

It will explore where solutions fail: the tension between innovation and implementation-ready software, the failures in communication, and the lack of technical understanding of decision-makers. It will end with a practical session of signposting useful resources, connecting people, and sharing learning opportunities.

The outline for this session:

- Showcase of DevCSI successes (5 mins);

- Introduction to The Strategic Developer and the argument for in-house technology skills (15 mins);

- Structured discussion on the role of technical developers in further and higher education (30 mins);

- Planning practical action: how are we going to be more effective as managers and developers working together to solve problems (10 mins).

Holes in the wall: benefits of computer mediated communication for international language learning

Submitting Author

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Theme

Problem solving

Tags

enthusingLearners, learnerExperience, problemSolving, VLE

Virtual learning environments are compared to walled gardens, access rights governed by institutional databases. Languages@Warwick addresses a departmental need to support non specialist students on an institution-wide language programme. Access was controlled at a departmental level allowing the creation of external users to share our courses. Conceived to offer global interaction (Cummins and Sayers, 1995) using instant voice messaging takes us beyond the Cultura project, emphasising telecollaboration (O'Rourke, 2005) autonomy, creativity and reflection, transferring control to learners. This student-centred Moodle launched a virtual exchange with a French university and an accredited reflective e-portfolio. Now 10 times the size of the original pilot it includes over 2,000 users.

Mixed methods research activity is ongoing, analysing quantitative trends, online student questionnaires and a corpus of language learning histories written by students of the virtual exchange. Data show networked learning within and beyond the portal. This is still a work in progress but the presentation will showcase student activity and conclusions to date.

Students have embraced the opportunities for creativity and interaction offered to them and have been positive about their experiences. This counters the expectation that engagement requires a good deal of tutor impetus and extrinsic motivation. In short, the holes in our walls have facilitated the fertilisation of our garden. For tutors there are significant opportunities to learn from their students' use of social networking tools such as instant messaging. As Blake points out, "using technology to help people carry out conversational exchanges is a good fit" (2008, p242). The potential of this project to influence the way we teach those learning languages is long awaited.

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Identifying Learner Support Needs Through the Use of a Digital and Information Literacy Self-Assessment Framework

Submitting Author

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Theme

Problem solving

Tags

addressingInstitutionalProblems, confrontingReality, learnerExperience, shiftingResources

The previous two decades have seen New Zealand invest significant resources to shift from a dependence on agricultural products to becoming a knowledge-based economy. Within the education sector this is making important changes to the learning environment. It means ICT is playing a significant role in determining the ultimate success and on-going learning experience of learners. To ensure we address student needs and have high satisfaction, motivation and completion rates, in 2011 the Waikato Institute of Technology (Wintec) initiated a Student Technology Competency Project (STCP).

The project was driven by the philosophy that all students considering study at Wintec have the opportunity to become familiar with the institution's ICT environment. The project team developed a programme of instructional materials and face-to-face "how-to" sessions designed for basic use of applications (e.g. e-mail, Word), accessing the library databases, using the learning management system Moodle, and the student portal Mytec.

While feedback on the project was positive, a sustained review of the project using sections of the e-Learning Maturity Model (eMM, 2010) and discussions with the eMM model's author indicated that the programme needed to be readily available both for learners in the institution and prior to enrolment. It was also clear to the project team that a number of students needed to personalise their learning.

To address this, the team are developing a personalised learning plan approach based on three steps:

1. Firstly, the learner will interact with an intuitive user questionnaire. This questionnaire obtains from the learner background information on their current digital and information skills and competencies.

2. Secondly, the data gathered from the questionnaire creates for the learner a pictorial profile of their current capabilities. The profile is based on a "traffic light" concept — Green: good to go, Orange: may need to review skills, Red: need to address this.

3. The pictorial profile will be used to select from the courses offered by Wintec Learning Hub and the learner will then create a Personal Learning Plan appropriate to their identified needs.

This session will demonstrate the fully-functional self-assessment tool and illustrate how PLPs are generated.

The ability for learners to create a Personal Learning Plan and to engage fully in institutional ICT requirements enhances learner competency and national investment.

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Confronting an Augmented Reality

Submitting Authors

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Theme

Mainstreaming

Tags

augmentedReality,
cognitiveDissonance,
constructionism,
enthusingLearners,
immersiveLearning, international,
mainstreaming, movingLearners,
pioneeringUses, variationTheory

How can educators make use of augmented reality technologies and practices to enhance learning and why would we want to embrace such technologies anyway? How can an augmented reality help a learner confront, interpret and ultimately comprehend reality itself? In this paper, we seek to initiate a discussion that focuses on these questions, and suggest that they be used as drivers for research into effective educational applications of augmented reality. Rather than offer a prescription for augmentation, our intention is to throw open debate and to provoke deep thinking about what interacting with and creating an augmented reality might mean for both teacher and learner.

As a relatively new and rapidly developing technology, applications for mobile devices, web cameras and now glasses that augment reality with digital objects are being taken up as potential educational tools by the usual vanguard of technophiles and early adopters. In the rush to adopt new technologies, there has been little consideration of how augmenting reality might enhance the process of learning itself — that is, little consideration of why we might want to embrace such technologies more broadly, beyond the opportunities for mobility and flexibility.

There is a danger of educational applications being driven by what is technically possible, and by the interests and agendas of the early adopters, rather than what is pedagogically desirable, or empirically defensible. The risk of such a fragmented approach to augmented reality (AR) implementation may be to make it harder for academics and teachers to incorporate augmentation into their learning and teaching practices, and it may even alienate the less technically-minded, with AR left seeming as yet another flash-in-the-pan, short-lived technological toy, accessible only to those with technical know-how and high levels of IT literacy and competence.

In this paper, we discuss how multi-modal, sensorial augmentation of reality links to existing theories of education and learning, focusing on ideas of cognitive dissonance and the confrontation of new realities implied by exposure to new and varied perspectives. We also discuss connections with broader debates brought on by the social and cultural changes wrought by the increased digitalisation of our lives, especially the concept of the extended mind. Rather than offer a prescription for augmentation, our intention is to throw open debate and to provoke deep thinking about what interacting with and creating an augmented reality might mean for both teacher and learner.

We start by defining what we mean by AR, with the intention of freeing it from specific technologies and hence opening it up for integration in a broader philosophy of education. We stress that augmented realities, unlike virtual realities, are not substitutions for physical reality; not approximations to reality; but the layering of perspectives and experiences to augment and enrich reality. We then discuss what opportunities AR opens up, and how those opportunities might be exploited within a given (constructivist) approach to learning and teaching. Finally, we consider existing applications of AR, trends in AR research and possibilities for uses of this technology in education.

A Tale of One City: Intra-institutional Variations in Migrating VLE Platform

Submitting Authors

Ian Glover, Anna Campbell, Farzana Latif, Leona Norris, James Toner, Connie Tse

Theme

Mainstreaming

Tags

caseStudy, change, effectiveSolutions, largeScaleLT, learningPlatforms, longTermValue, mainstreaming, migration, VLEs

City University London committed in 2009 to make Moodle the Virtual Learning Environment [VLE] at the core of a new Strategic Learning Environment [SLE] comprised of VLE, customisable Portal, externally-facing website and related systems such as video streaming and virtual classrooms. Previously, the WebCT VLE had been separate from most of the other systems at the institution with very limited connections to other tools. The paper outlines the instutional management stucture of the project, though each of the schools was able to pursue their own strategy and (within an absolute limit of 2 years) timeframe for the migration and embedding of Moodle within their subject areas. This paper outlines the results from the various Schools, highlighting the similarities and differences, and describes the strategy used for the migration of each School. The paper concludes with an overview of the successfulness of the project, draws out some common aspects from all of the schools' experiences, and makes recommendations for institutions seeking to undertake similar migrations.

Taking Care of Business: Enterprising Approaches to Openness and Sharing in Education

Submitting Author

John Casey

Theme

Problem solving

Tags

#ukoer, ALTO, confrontingReality, Drupal, Enterprise, Media, Open, pioneering, Repository, Social, source, UK, Uses

ALTO UK is a project funded by the JISC Open Educational Resources (OER) Phase 3 Programme. It is a creative response to the funding cuts affecting Art, Design and Media (ADM) subjects that aims to combine facilitating OER engagement with developing new opportunities for institutions and individuals. To do this, the project will supply the means for staff and students to project their work and practice to the world. ALTO UK is notable in being a partnership between the public and private sector that includes universities, technical colleges, publishers and IT companies.

The vision of the project partners is to develop a service to support a sustainable ADM OER community in the UK that is engaged in the co-design, development and sharing of OERs. To support this, the project is developing a technical infrastructure for a national online/offline community of art, design and media teachers and students. The project methodology is strongly influenced by the Socio-Technical model of introducing technology into workplaces, which stresses that successful innovation has to address contextual and social factors. This applies especially to higher education organisational and teaching cultures, which can be notoriously resistant to change.

The infrastructure consists of two parts. First, is a social media platform based on Drupal, an open source software content management system that is highly customisable and amenable to agile development approaches. This acts as an 'open' studio and workshop that supports the publication and sharing of more granular resources where users can share and comment upon each others work. Second, is a simple repository system that acts as a long-term store for larger resources and resources that are more 'finished' than those in the social media platform.

This infrastructure, with its binary combination of long-term storage and social media platform has already been piloted at the UAL to provide a working prototype for use at an institutional level — see http://alto.arts.ac.uk/. The project is implementing the same structure in a prototype for possible UK-wide use and trialing it with the project partners.

So far, the technical work is proving relatively straightforward and is being well received by the project participants. The prospect of an easy to use on-demand publishing system for OERs is raising 'soft' issues surrounding the open sharing of learning resources for staff and institutions that in some ways represent the epitome of the traditional 'walled garden' model of education. Into this situation the open education agenda can be a form of creative positive disruption that helps us to rethink aspects of our activity that are long overdue for revaluation.

Portfolio Commons: publishing e-portfolio content into an open educational repository

Submitting Authors

John Casey, Mike Kelly

Theme

Problem solving

Tags

#ukoer, ALTO, Commons, confrontingReality, Creative, Drupal, JISC, OER, Open, Repository, source, UK

This short paper describes the work of the Portfolio Commons project at the University of the Arts London (UAL). The project is taking a creative approach to solving some of the problems that are holding back staff and students from sharing their resources as Open Educational Resources (OERs). The educational value of using e-portfolios in different contexts has been widely recognised (Stefani, L., Mason, R. & Pegler, C., 2007. The Educational Potential of e-portfolios, London: Routledge).

We know through experience that if a user has to leave their usual online work environment to go somewhere 'special' to perform a task then the likelihood of that task being completed will be significantly reduced. This project is creating a plugin that will enable a user to select content from their e-portfolio, licence it with a Creative Commons licence of their choosing, create metadata and make a deposit directly into their chosen repository. The technical approach to our work has been informed by recent research and discussions about repositories concerning the need to move from monolithic system design to the notion of a distributed 'ecosystem' of tools that work together (Robertson, R., J., Mahey, M., Allinson, J. (2008), Learning Resources in the Ecology of Repositories. Fletcher, K., (2011) Let the Machines Do the Walking so Teachers Can Do the Talking, Creating, Adapting, and Remixing). The work of the project will be evaluated technically in terms of how effective the work is at enabling content to be transferred from the UAL e-portfolio system (Based on the open source Mahara software) to the target repositories and how usable the interface and service is. The underlying concept of enabling users to share their portfolio content as OERs for a long-term web presence will be evaluated by the use of focus groups to gather attitudes and concerns and identify potential benefits and risks.

By providing a means for users to migrate selected content to a long-term storage system for public use (as OERs), the information is also effectively preserved and the user can cite their own resources as published works in the future, helping to build their online professional identity at an early stage in their careers.

Implementing this solution is part of a wider plan to integrate the different components of the UAL e-learning technical infrastructure into a more cohesive 'ecosystem'. The experience gained in this project is helping to scope similar the same solution elsewhere at the UAL.

Designing online courses: What can we learn from commercial websites?

Submitting Authors

John Wrigglesworth, Emily Bennett

Theme

Mainstreaming

Tags

confrontingReality, mainstreaming

A 'confrontation with reality' that universities may face comes when students compare commercial websites to online courses taught through the institution's virtual learning (VLE) environment. Online courses (e.g. distance learning degrees) and commercial websites (e.g. within the broader area of learning, such as newspapers, museums and charities) both have a common goal: engagement (Downs & Neal, 2008). Students may ask why commercial websites 'put in the effort' to instantly grab their attention and engage their imagination, whereas online courses delivered through the VLE do not.

This is, off-course, a generalisation. There are some impressive online courses available that use highly interactive teaching methods (Edwards, Perry & Janzen, 2011). Nonetheless, some less successful examples do exist. The home page of a unit within a VLE rarely has the same instant visual appeal as a commercial website. Given that the perceived quality of the content is crucial and first impressions count (Peltier, et al., 2007), we sensed that HE has something to learn from the commercial sector.

Through the analysis of a corpus of e-learning sites we identified the techniques to foster engagement and explored how lecturers can leverage commercial communication techniques to engage learning while retaining an appropriate academic footing within an institutional context. Our research highlighted several features that commercial websites tend to have in common: they instantly capture a users' attention; they make content personally relevant to the user, they present just one or two key messages; they encourage users to explore and discover new things; they often use social networking to encourage users to interact and take 'ownership' of the content; and finally, the quality of the (e.g. layout, graphics and text copy) is critical to the success of commercial websites.

The presentation will show examples of how our findings can inform the design of online courses. But it agrees with the cautionary note that "the primary purpose of education is to benefit the learner, while the usual beneficiary of advertising is the advertiser" (Downs & Neal, 2008). We acknowledge the commercial imperative maybe to sell whereas HE encourages a more disinterested, critical stance. HE does not want to dumb down, sensationalize or pander. Thus, the lessons drawn from the communication techniques used by commercial websites must always be developed within a suitably pedagogical and ethical framework.

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Learning Technology-based interventions in adult learning: how should priorities be determined?

Submitting Authors

Seb Schmoller, Dick Moore, Clive Shepherd, Adrian Perry

Theme

Entrepreneurialism

Tags

BIS, confrontingReality, distanceLearning, efficiency, FE, largeScaleLT, returnOnInvestment, savingMoney systemWideImprovements, selfDirectedLearning, sustainableModels, yield

The Ufi Charitable Trust is a registered charity. In 2011 the Trust announced the sale of Ufi Limited, a large publicly funded provider of online vocationally oriented learning for adults. The proceeds of the sale exceeded £40m. The Trust which was launched publicly on 23 May 2012 intends to concentrate its funds on achieving "a step change in adult learning and employability for all in the UK, through the adoption of 21st century technologies".

At the end of 2011, the authors of this short presentation were commissioned by Ufi to conduct a study providing the Trust with a "third party perspective on issues relating to adult learning and employability and the exploitation of the latest learning technologies".

The study was completed in May 2012, based on analysing data from:

- an open web-based survey with over 125 respondents;

- desk research;

- interviews with nearly 40 individuals with expertise in the learning technology and the adult learning fields. Issues touched on in the study include the:

- barriers to and drivers for the use of learning technologies in adult learning;

- priorities that people in the field place on different kinds of interventions;

- tensions between policy-makers' perceptions as to what should be priroritised and what can realistically be achieved;

- how to make interventions at a large scale.

We will use the session to summarise the findings from our study, and to update colleagues on developments since the launch of the Ufi Trust.

Combatting survey fatigue: uncovering the student learning experience using the Nominal Group Technique [see linked demonstration ID 275]

Submitting Authors

Tunde Varga-Atkins, Jaye McIsaac

Theme

Problem solving

Tags

clickers, confrontingReality, curriculumDesign, curriculumReview, effectiveness, evaluation, focusGroups, LearnerVoice, methodology, NominalGroupTechnique, problemSolving, SavingResources, studentEvaluations, StudentVoice

There are a wide range of mechanisms to audit academic life in Higher Education in the UK. Surveys and feedback mechanisms are now the predominant way to engage students in offering quality feedback about their learning experience. From the National Student Survey through to institutional internal feedback systems, all offer a way to monitor and moderate a quality assurance framework in supporting student learning. It is well-documented that student surveys, although useful, can be resource-intensive and can cause survey fatigue, both impacting on feedback quality. With this in mind, we propose that the Nominal Group Technique (NGT) provides one answer to this tension, in offering both an efficient and engaging feedback technique, which can be used for the purpose of module or curriculum evaluation and wider contexts.

NGT is a structured focus group session, comprising three stages (Delbecq et al, 1975) which combines individual ('nominally a group') and group work resulting in immediate action planning. This technique will be introduced in a linked demonstration to conference participants. The efficiency of NGT has been well-evidenced (e.g. Chapple &Murphy 1996), so the research problem of our ELESIG-funded project was a practical one: can the face-to-face session be made even more efficient through the use of technologies? For instance, instead of typing up post-it notes after the session, could the use of an electronic text-entry save time? The project evaluated the use of clickers during NGT sessions and this paper will present our findings. We will also indicate other technologies that can potentially be useful in conducting face-to-face sessions (ref to project report). In addition, the project also demonstrated the feasibility of running the NGT either synchronously with participants at a distance (via web-conferencing) or asynchronously (e.g. via GoogleModerator etc.), demonstrating its usefulness in even wider contexts.

The project confirmed the benefits identified by the literature related to NGT. It also concluded that with or without the use of technology, NGT remains a feasible and efficient technique that actively engages students while producing good quality feedback about their learning experience, offering savings on resources required by the traditional 'focus group' method, and so, serves as a useful additional tool in the resource kit of practitioners involved in student evaluation and feedback processes.

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Introduction to BLEnDT©: Blended Learning Design Tool An instructional framework for the design of Blended Learning courses

Submitting Authors

Maria Toro-Troconis, Ashish Hemani

Theme

Mainstreaming

Tags

blendedLearning, curiculumDesign, learningOutcomes

What's the most effective way of delivering your learning materials? Online, face to face or both?

Blended learning combines face-to-face and online teaching and learning. Blended learning has been demonstrated to provide positive effects on the learning process (DeLacey & Leonard, 2002). However, finding the right balance for blended learning programmes has been identified as a challenge (Alebaikan & Troudi, 2010).

This workshop introduces the instructional framework BLEnDT©: Blended Learning Design Tool to facilitate the design of blended learning approaches. This tool provides an effective and systematic way of distinguishing the learning outcomes that lend themselves to interactive, self-paced online learning from those better suited to face-to-face delivery or online delivery following a Constructivist/Collaborative approach.

BLEnDT© — http://tinyurl.com/3fa5x3z

One of the authors has discussed BLEnDT© as part of the pedagogic principles underlying the development and delivery of virtual patients in their Doctoral thesis (Toro-Troconis, 2011).

By the end of the workshop the participants will be able to:

- Classify the learning outcomes of a given piece of learning material under three different Learning Domains (cognitive, affective and psychomotor) (Bloom, 1956; Simpson, 1972; Dave, 1975, Harrow, 1972 and Anderson, et al., 2001).

- Identify the best Blended Learning approach according to the learning outcomes provided using BLEnDT©.

- Select self-guided and collaborative activities for teaching and assessment from the list suggested by BLEnDT©.

- Discuss the implementation of the blended learning activities in a particular academic context.

Structure:

- Introduction, Identification of Learning Domains according to learning outcomes (cognitive, affective and psychomotor), Demonstration of BLEnDT© (20 mins);

- Group activity — participants will be given a list of learning outcomes, they will be asked to put them through BLEnDT© and discuss and present their final blended learning activities (30 mins);

- Plenary (10 mins).

The workshop is aimed at Learning Technologists, curriculum designers, Instructional Designers and academics who would like to learn more about ways of effectively embedding blended learning.

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User-Oriented Tools for Feedback-Rich Formative Assessment

Submitting Authors

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Theme

Openness and sharing

Tags

assessment, delivery, editor, feedback, formative, interoperability, participation, pilotingTools, QTIv2.1, sustainability, userEngagement, workshop

In our current projects, Uniqurate (Uniqurate 2012), QTIDI (QTI Support blog 2012) and QTI-PET (QTI Support site 2012), we are transferring the technological means to create and deliver QTIv2.1 compliant questions to a group of "client" partner institutions. The user friendly editor application and simple deployment and integration of the delivery system into institutional VLEs will be of interest to a broad spectrum of conference participants.

With the aid of colleagues within the partner institutions, we have identified a number of question designs which they need for their students and which are widely applicable, but not easily created or rendered in the tools they would normally have at their disposal. These patterns have been built into the web editor application, which is the main deliverable of the Uniqurate project. This then generates questions conforming to the IMS Question and Test Interoperability Specification Version 2.1 (QTIv2.1) (IMS 2012).

Meanwhile, our delivery project, QTI Delivery Integration (QTIDI) has been developing a connector for communication between applications and Virtual Learning Environments (VLEs), conforming to the IMS Learning Tools Interoperability Specification Version 1.1 (LTI) (IMS 2012b). This is used to enable the QTI Works rendering and responding engine, a more scalable upgrade on MathAssessEngine, to be used within VLEs. The client institutions have installed the LTI connector and QTI Works is deployed on the Amazon Cloud. This configuration minimises the need for technical support at the institution level, while providing access to the latest version of the renderer.

Delegates are invited to follow the process as we demonstrate how we use these tools to

- Create a variety of questions using the editor (15 minutes); these are likely to combine
- Randomised parameters,
- Targeted feedback,
- Sophisticated interactions
- Save their question(s) as QTI XML and as a Content Package with additional media (5 minutes);
- Validate the resulting files using the new QTI Validator (1 minute);
- Reopen their question in the editor for modification (1 minute);
- Trial the question, first in the renderer and then through the VLE (15 minutes);
- Demonstrate interoperability (5 minutes) by
- Rendering the question in a different renderer,
- Opening and editing the question in another editor.

The presenters will be available to assist with using the tools and answer questions.

Delegates who wish to join the projects as adopting partners are welcome to do so.

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Understanding perceptions of Open Education Resources amongst students in Higher Education

Submitting Author

Alex Bols

Theme

Openness and sharing

Tags

assessment, delivery, editor, feedback, formative, interoperability, participation, pilotingTools, QTIv2.1, sustainability, userEngagement, workshop

NUS's will launch new research for the Higher Education Academy which explores students' perceptions and understanding of Open Education Resources. The research seeks to:

- Understand existing attitudes to OERs

- Understand awareness and usage of OERs

- Understand the circumstances of use of OERs and

- Aspirations for future use of OERs

The research is based on an England-wide survey of 2,809 students in March 2012 and focus groups engaging 185 students in April and May. The research seeks to explore a number of questions including:

- How will students view materials that are free and freely available — will they value them as much?

- Will students use these resources? What would encourage them to use them?

- How will students consider academics who use other people's work and embed it in their own teaching?

- Might students thinking about going to university access these materials to get a taster?

- How do students view institutions which make OER freely available compared to those which do not? What is the impact of this?

- What impact will this have on the way in which universities are expected to teach? Will it be more about facilitating learning rather than teaching?

- How might these resources be made sustainable?

- Do different types of students view OER differently? Is this base on mode of type of study, background, subject being studied?

- Are OER primarily a tool for marketing or for better blending approaches to learning?

- How might we explore the maxim, that users define technology, and not the other way around.

The session will focus on key findings and recommendations to the HE sector, drawing on the wider OER literature. The session will provide delegates the opportunity to explore the findings and issues that arise.

Unravelling student expectations: The use of early data and student feedback to inform implementation

Submitting Author

Matt Cornock

Theme

Problem solving

Tags

problemSolving, staffEngagement, strategy, studentExpectations, surveys

Managing student expectations has become a significant element in the design and delivery of higher education courses. Expectations of the role of technology enhanced learning and staff engagement with ICT are particularly prominent in national agendas on the student experience (NUS/HEFCE 2010). However, in addressing expectations, within institutions we must be cautious about relying on our own assumptions and generational expectations of students' technical competence and willingness to engage with ICT (Bennett, et al 2008).

This paper details how early-capture survey data and continuous student feedback has informed practice within a social science department at the University of York. It will show how results from a survey of first year students at the very start of their degree course, loosely based on the ECAR studies in the US (Smith and Caruso 2010), have fed into departmental teaching strategy and provided a solid knowledge-base for academic staff to understand the way students engage with ICT and their expectations of how technology-enhanced learning should be included within degree programmes. This increase in understanding is hypothesised to be a contributory factor to the high buy-in from academic staff in the use of learning technologies within this department.

The paper draws upon three cases in particular where an informed decision has been made based upon early-capture survey data, to minimise the risk associated with novel learning technologies and to better meet student expectations: the use of Facebook as a teaching aid, the development of pre-arrival online 'welcome' sites, the development of extra-curricular skills in social media.

Drawing on the conference theme of problem solving, this paper proposes a framework for creating an evidence base that can be used to support the implementation and development of technology enhanced learning within an academic department. It also outlines the importance of early-capture survey data leading to proactive, positive engagement with technology-enhanced learning. The session will be particularly relevant to delegates who champion learning technologies within academic departments, or who have a role in creating strategies for the development of learning technology as part of degree curricula.

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Lessons learned on virtual ethnography: Experiences from observing students inside their digital world

Submitting Authors

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Theme

Problem solving

Tags

digitalworld, ethnography, Researchmethods, virtualworld

This hybrid session will combine a short presentation (10-15 minutes) with a discussion in the style of a world café for participants to explore the topic in more depth drawing on their own experiences (30 minutes) followed by a final plenary session (10-15 minutes) to draw the discussion together.

Increasingly students are using digital systems to support their learning. Traditional research methods in pedagogy are designed to explore and evaluate education in the real world but can these research methods be adapted for effective use in a digital age? This session explores this issue drawing on the authors' experiences of using virtual ethnography to explore the interaction of students in an online game.

Ethnography has been an accepted research approach in education. Ethnography involves observation of a group of people in their natural environment in order to produce descriptions of one or more aspects of their life leading to a greater understanding and insight into these aspects. As Sunstein and Strater (1997) discuss, ethnography is about "making the familiar strange and the strange familiar".

Observing students in their digital worlds provides a challenge for the researcher and takes them into the realm of virtual ethnography. Virtual ethnography and the related terms, netnography, online ethnography and cyber-ethnography have been used for several years (Hine (2000), Driscoll and Gregg (2010)). But as Dominguez Figaredo, D. (2006) observes, "educational ethnography faces a transitional process" and "no critical mass has yet been generated in the educational field". This remains the case today. The aim of the proposed session is to initiate further discussions and developments in this emerging area.

The authors have undertaken an in depth ethnographic study of students engaging in an online game. This study draws on two main mechanisms: observation of the students in the digital world through a virtual character (avatar) and video screen capture of their movements in the virtual world. Analysis of these observations has been both challenging and rewarding. This session draws on these experiences to provide practical insights into using virtual ethnography in today's digital society. It provides participants with the opportunity to reflect on these experiences and explore how they could relate to their own practice to provide greater insight into their students' behaviour and ultimately how this could be used to enhance their students' experience. The world café discussion will centre on two main themes: (1) the challenges of being a researcher in a virtual world compared to the real world and how to adapt to this; (2) how to successfully analyse screen capture and other video/audio data in a learning and teaching research context.

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Mainstreaming grass roots innovation in open educational practice: benefits and challenges

Submitting Author

Chris Follows

Theme

Mainstreaming

Tags

arts, arts, collaboration, communities, content, educational, educational, London, mainstreaming, OER, of, open, open, open, practice, process, process.arts, repurpose, resources, resources, resources, reuse, SCORE, sharing, the, University

Process.arts, a grass roots web2.0 open educational environment for sharing day-to-day arts practice and research of staff and students, currently provides a new 'open learning' space to the University of the Arts London (UAL) that straddles the institution/educational (formal learning) environment and the social (informal learning) environment. It creates an 'experimental' space for open educational practitioners to develop and define a new language for open edu-social practice without conforming or being influenced by pre-existing academic structures and processes. The transition of process.arts into an official UAL service will test this model and raise questions as to how institutions successfully support and develop autonomous and independent grassroots innovation without homogenising innovation.

Chris Follows initially developed Process.arts in 2008 with the support of UAL's Centre for Learning and Teaching in Art and Design (CLTAD). Chris was awarded a secondment and fellowship to develop his ideas for creating an open educational web environment for arts staff and students to share and cluster rich media content and resources. Process.arts has been maintained and developed by Chris as a sustainable and independent system, through agile experimentation, small project support, voluntary support, stewardship and an open university SCORE fellowship project.

In 2012 UAL began the process of rebuilding its VLE framework, and process.arts was identified as a valuable resource that could fit into the University's new portfolio of tools; consequently, process.arts is due to be officially introduced as a supported 'service' in September 2012.

However, the structure of process.arts does not map onto courses; meta data links user-generated pieces of openly licensed text, image, video and audio content together through individual profiles and subject specific interest groups. Like many web2.0 environments used for education, process.arts can neither really be described as a repository nor as a VLE. Because of this it provides a novel and alternative VLE environment that encourages and supports rich media experimentation and informal learning, a welcome alternative for many to commercial alternatives.

Conversion to a full service will provide a firm foundation for long term stability, integration wth other systems, support and growth. The project team is in the process of integrating the current informal agile development approach into a more formal in-house system. The team are addressing outstanding bugs, monitoring user interface changes and identifying outstanding functionality. There will inevitably be some loss of agile spontaneity although we aim to retain the overall grass roots participatory feel.

This paper considers the pros and cons of mainstreaming, and suggests what would constitute a balanced approach, based on the experience of this transition.

Confronting reality: how we turned our VLE use around

Submitting Author

Charlotte Brack

Theme

Problem solving

Tags

implementation, largeScaleLT, LMS, prototype, scalability, VLE

Our institutional problem was one of quality and quantity in online teaching and learning in higher education programs. Ad hoc use of our VLE resulted in its sparse uptake, and only for transmission of content and news. Tools of the VLE were often inappropriately used and quality of use widely varied. The problem was exacerbated by diverse populations of teachers and students in need of flexibility. We have used a systematic approach to VLE use, managed at an institutional level, to mandate use and improve quality at multiple levels. We aimed to: leverage administrative benefits (managing enrolments and assessments, notification), extend logistic benefits (via databases), and facilitate learning through collaborative functionality (communication, file sharing) of the VLE, without constraining innovative beyond. We framed the approach on the strategic directives for planning of White and Larusson (2010).

We used a model of prototyping and piloting (phase 1), template development (phase 2), and implementation (phase 3). Phase 1 allowed identification of characteristics of key stakeholders (students, teachers and the institution), ensuring that prototypes responded to the needs of each. In collaboration with teachers we developed prototype sites at three defined levels: basic (transmission); intermediate (transmission, self-directed learning); and advanced (transmission, collaboration replacing face-to-face learning), incorporating administrative and logistic benefits of the VLE for assessment. We evaluated sites for teacher and student use and satisfaction. We used prototype sites as a basis for development of program level VLE templates. Using these templates we created sites for all subjects in semester 1, 2012. Implementation in 2012 required a five-fold scaling up of the pilot.

A vital aspect of the approach was the professional development for staff (teachers, administrators) at multiple levels and support for students. This included strategically timed structured (e.g. workshops) and unstructured (e.g. one-to-one on demand) support.

We will describe aspects of the project and discuss their importance in terms of engagement with technology and satisfaction of stakeholders.

The prototype-pilot-template-implement model provides support and security for stakeholders and facilitated the systematic online registration of students, scheduling of learning events, notification of participants, monitoring and evaluation of student engagement, integration of self directed and collaborative learning activities and assessment. We are currently in the implementation phase in this ongoing project.

The session will specifically explore the ways in which prototyping was used to identify different stakeholders' needs and design responsive VLE uses. It will further explore factors of design which increased the quality and quantity of teacher and student engagement in online teaching and learning.

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ARminicamp: Augment your own reality

Submitting Authors

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Robert Fitzgerald, Anna Wilson,
James Steele, John Hedberg

Theme

Mainstreaming

Tags

augmentedReality,
constructionism,
immersiveLearning, international,
mobileLearning, prototype

ARminicamp is a hands-on workshop where participants will collaborate to design augmented reality experiences that can be used in educational contexts. The workshop will follow a Design Thinking Process of: DISCOVERY, INTERPRETATION, IDEATION, EXPERIMENTATION and EVOLUTION allowing participants to take their examples back to their own educational environment.

The ARminicamp is a derivative of a larger two-year project funded by the Australian Government Office for Learning and Teaching. The primary goal of the project is to facilitate the development, implementation and mainstreaming of effective uses of AR in a wide range of pedagogical contexts. The project consists of the ARstudio, a collaborative space providing an environment to focus expertise, develop practice, provide resources and build capacity; ARcamps, residential workshops to help educators develop their own pedagogically-grounded uses of AR; and the ARchive, an AR history of the project itself. This ARminicamp will distil the ARcamp experience, offering participants the opportunity to brainstorm and prototype their own AR applications, to become part of an international effort to embrace the pedagogical potential of AR and to contribute to the ARchive.

Augmented reality (AR) offers opportunities to expand our concept of learning spaces, to create new dimensions in mobile learning and to increase connectedness of learners in multiple contexts. From simple systems where tagged artefacts reveal hidden images when viewed through a fixed web-cam, to interactive environments accessible from mobile devices allowing for communication and co-design, the technology for AR is no longer experimental: AR is here now. Karen Hamilton's comprehensive "Augmented Reality in Education" WikEd provides a solid grounding of AR in education. http://wik.ed.uiuc.edu/index.php/Augmented_Reality_in_Education

AR creates new dimensions to the physical spaces we usually inhabit. Allowing the virtual to co-habit or co-exist with the real reduces the need for complex hardware and software, so that reality augmentations rely on freely-available web services that run on multiple platforms. Technologies for augmenting reality allow us to insert virtual objects in real spaces, openly accessible to anyone with access to what is now mainstream hardware. With a web-enabled smart device, hidden layers, suspended in the virtual dimensions within real space, become visible. The fact that these new layers can be accessed with consumer-level mobile devices means that they offer a uniquely open way to enrich environments and offer multiple, flexible learning opportunities. There is thus a real imperative for the education sector to experiment and find ways of using AR to enhance student learning.

The breakdown of the workshop will roughly be 10 minutes for background and context of AR and the showcasing of examples. 45 minutes will be allocated to idea generation and project building, with the last 25 minutes given to sharing and discussion.

Preparing to confront reality: Intersections of emerging technologies, authentic learning and practice in the South African Higher Education context

Submitting Author

Vivienne Bozalek Dick Ng'ambi Eunice Ivala Daniela Gachago Lucy Alexander Kathy Watters

Theme

Problem solving

Tags

confrontingReality, pioneering, problemSolving, Uses

Internationally in higher education there is a disjuncture between what students learn and what is required of them as graduates today (Lombardi & Oblinger, 2007). Despite efforts by higher education institutions (HEIs) to address this problem, students are still graduating unprepared to confront the realities of the twenty first century workplace. Herrington et al. (2011) argue that higher education faces the challenge of a curriculum that remains largely decontextualised and calls for more authentic learning. Emerging technologies, defined as 'tools, concepts, innovations, and advancements utilized in diverse educational settings to serve varied education-related purposes'. (Veletsianos 2010:3) have the potential to support authentic learning by providing authentic contexts and tasks, facilitating collaboration, giving access to expert performances, multiple sources, opportunities for reflection, articulation, coaching and scaffolding and authentic assessment (Herrington et al., 2010). Although emerging technologies have these affordances, there is currently limited research in particular in South Africa about how and whether this has been achieved.

This paper reports on a national survey of the use of emerging technologies in HEIs in South Africa conducted in 2011 to establish the ways in which emerging technologies are being used to promote authentic learning. The paper uses Herrington et al.'s (2010) elements of authentic learning as an analytic heuristic to examine the 256 responses to the survey. This survey data was examined for instances of authentic learning and a subsequent questionnaire was sent to seventy four respondents with more specific questions regarding the elements of authentic learning in their own practice. The rich qualitative data from this selected group of respondents on the application of emerging technologies for authentic learning are reported on in this paper. The data was analysed to examine the extent to which Herrington et al.'s (2010) elements were achievable, the affordances of various emerging technologies and the contexts in which they are applied. The findings indicated that despite the affordances of emerging technologies, there are few instances of pedagogical uses that meet all of Herrington's (2010) criteria. Nonetheless there were instances of authentic learning which met some of Herrington et al.'s (2010) criteria to varying extents. Some of the characteristics are also more important or achievable in the particular disciplinary contexts than others. In conclusion, we suggest some reworking of the criteria to reconceptualise authentic learning for graduates in the twenty first century in the South African higher education context.

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JISC TechDis Toolbox — digital resources to enhance employability skills for disabled students

Submitting Authors

Shirley Evans, Lisa Featherstone

Theme

Problem solving

Tags

accessibility, disability, effectiveSolutions, employability, problemSolving, productivity

There are over half a million learners in FE who have declared a learning difficulty, disability or health problem (Data Service, 2011) and there are nearly 200,000 students in HE who have declared a disability (DIUS, 2009). 23 per cent of working age disabled people in the UK do not hold any formal qualifications, compared to 9 per cent of working age non-disabled people (ONS, 2009).

The JISC TechDis Toolbox (TBx) funded by The Department of Business, Innovation and Skills is a set of free resources showing users simple hints and tricks to making them more employable and to make their working life more efficient.

The target audience for these resources are students/learners with disabilities who may rely more on digital content than others to meet their access and inclusion needs. A crucial aspect of the project is the involvement of disabled students themselves in both using and commenting on the resources and disseminating them to their peers.

The first part of the process involved a number of focus groups with disabled students/learners in a number of different settings ranging from special schools, specialist and mainstream colleges and HE students with diverse needs. It was vital to ensure that any resources created would be relevant to students and would directly influence their employability skills. Resources were created in the format deemed to be of most use to the users (an audio file, video file, step-by-step guide or a combination of these). Video and audio files were required to be less than 3 minutes in length and have little or no technical jargon.

Further resources are planned and these will include resources for problem solving, information literacy and a section on apps for accessibility.

This session will introduce participants to Toolbox and will cover:

- an outline of the background and development of Toolbox (10 minutes)

- demonstrations of the resources (15 minutes)

- an opportunity for participants to try out the resources (20 minutes)

- discussion of how Toolbox might be used in participants' own contexts (15 minutes)

Participants will leave the demonstration with an overview of Toolbox and the benefits it can afford to disabled students/learners and an outline plan of how it might be disseminated and implemented in their own institution. The demonstration will be of benefit for anyone who is involved with student/learner support, either directly or indirectly.

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Online Learning Environments and the Pedagogy of Computer Programming

Submitting Authors

Paul Neve, David Livingstone, Gordon Hunter, Graham Alsop

Theme

Problem solving

Tags

effectiveness, effectiveSolutions, enthusingLearners, problemSolving

When teaching computer programming, many consider traditional lectures to be inadequate (Daly et al. 1979, Schank 2001). A common approach is to supplement lectures with hands-on practical workshops, where a tutor acts as a "guide on the side" while the students engage in practical exploration. During a workshop a tutor will offer feedback on request, but also based on observations of the students' work. The student's response to this feedback will alter the tutor's perceptions and potentially future feedback — thus a "learning loop" is established between students and tutors. When peer assisted learning is introduced (e.g. Poindexter, 2003), the learning loop is broadened even further. Unfortunately, large cohorts and the demand for distance and flexible learning (BBC 2010) impact upon feedback quality and the ability to give real-time responses, which is incompatible with this learning loop.

This demonstration will showcase a virtual programming laboratory designed to mitigate these issues. 15-20 minutes of the session will be devoted to a tour of the browser-based environment. Participants will be shown how materials analogous to a framing lecture are delivered alongside an area in which the student can create, modify and execute program code. This will use actual learning materials from a Level 4 (first year of university) module, including formative practical exercises designed to guide the students towards acquiring the skills required for their summative assessment tasks. The students' solutions to these exercises prompts real time feedback from the environment, which might be invoked by a student's request (i.e. "test my solution") or as a result of the environment's "observation" of the student's actions.

The remainder of the session will examine how the environment offers the opportunity to investigate pedagogic issues around the teaching and learning of programming. The environment creates extensive usage logs, and it is expected that common patterns will emerge, some of which can already be identified as drivers for real-time feedback, for example the "SOS signal" — a student who is repeatedly receiving an error but who makes no alterations between run attempts. We expect other "signatures" to emerge once the data has been correlated with student performance and other metrics.

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Alternative Assessments: Bridging Learning from the Virtual World to the Real World Environment

Submitting Author

Bob Barrett

Theme

Problem solving

Tags

adultLearners, alternativeAssessments, blendedLearning, engagingLearners, onlineLearning, practicums, probelmSolving, virtualLearning

Many adult learners are returning back to school in order to obtain additional job skills, prepare for career changes or learn how to use technology more effectively. The way in which they learn and how they are assessed may affect whether or not they continue with their education. While many universities regularly review their educational offerings, there appear to be more changes in how online learning institutions help adult learners to achieve their educational goals. These universities have recognized that there are different learning styles, as well as differences in how these learners are assessed in the learning environment and they have made changes in their curricula to address such needs. Rather than being bound to traditional methods of learning styles and assessments, more online learning institutions are investing significant time, money, and effort into their use of technology to enhance the learning experience and offer learning that can meet the various learning styles and offer more updated and assessment methods suitable for today's adult learner. They are building bridges to more learning opportunities, and more adult learners are enrolling on online courses than ever before.

This presentation will examine a problem that is being experienced by instructors in brick-and-mortar classrooms, as well as by those offering online learning — that of meeting the immediate educational and job skills needs of today's adult learners. As both types of learning environment strive to meet these growing needs in terms of job skills and specific learning goals and objectives, more online learning institutions are offering alternative types of assessment to help meet these needs. While learning needs may vary, there are certain levels of educational assessment needed in order to measure the learner's content knowledge and/or personal growth in his or her educational program. In particular, this presentation will address how online practicums are used in terms of assessment and adapting to the online learning environment.

While some students may choose to focus on research writing or opt for the comprehensive examination, some online students may seek other means to have their skills assessed. Thus they may elect to take an online practicum, which is a form of blended learning. This experience is a prescribed learning experience that is first created in the online learning environment, as well as having the student physically work in a real world setting. This experience helps the student to combine current skills and content knowledge, and then apply these elements into a real world environment for implementation, as part of his or her learning contract for the practicum. This presentation will focus on how one university is using technology to bridge the assessment gap between the virtual world and the real world experience in order to help students achieve their educational plans, deliver a form of alternative assessment, and build bridges between virtual learning and real world application.

Achieving Sustainable Delivery of Reusable Complex Virtual Computing Laboratory Resources for Distance Learning

Submitting Authors
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Theme
Sustainability

Tags
CloudServices, distanceLearning, evaluation, onlineLearning, openSource, scalability, support, sustainability, sustainableApproaches, sustainableTechnologies, technology, technology

The purpose of this research is to further evaluate and analyze the use of virtualization and associated cloud technologies to deliver traditionally resource intensive complex computing modules as a completely virtualised distance learning experience. Organisations with geographically distributed learners, regional and international partners, where physical computing laboratories and constrained resources are those that could ultimately benefit their learners by utilising some of the approaches of this research.

Previous work (Winckles et al (2010)) on remotely delivering networking modules on a distance learning basis, has successfully achieved the deployment of the necessary the building blocks for the use of virtualization techniques and remote laboratory front ends to enhance the traditional laboratory experience. The intention is to build upon our established body of research focusing on technical investigations into the use of virtualization and cloud computing to develop the concept of the Laboratory as a Service (LaaS) with complex real world system and networking scenarios which would otherwise require significant man hours to develop as physical resources.

Two core areas of case study focus were implemented and analyzed by volunteers from geographically dispersed locations against a set of evaluation criteria to determine the more effective solution for deploying the LaaS.

- Investigation of an Open Source Apache Virtual Computing Laboratory(VCL) in a network distributed environment for commissioning of reusable operating resources, providing a cloud computing based solution for network security laboratory teaching scenarios (Vouk et al (2009))

- Use of a proprietary off the shelf remote laboratory systems such as NDG's Netlab to offer complex IT systems such as VMware VSphere courses which can be easily deployed as virtual based solutions on demand.

The virtual laboratory inevitably always involves the initial resource investment in designing and implementing the "virtual" resource but once a suitable template is developed, it can provide the basis of almost limitless "instant" deployments which are only restricted by the capacity limitations of the cloud solution deployed. This effectively means the continuous deployment of complex lab scenarios can become sustainable as the resources required are only utilised when the demand exists and can be returned to the central pool of resources once the learner's lab session has been completed.

Both VCL and Netlab solutions are capable of delivering an automated and self-maintained virtualised remote computing environment to cater for students need with very little ongoing administration. Whilst VCL provides a highly scalable, flexible and very cost effective solution, it is limited in the complexity of the solutions potentially offered. Netlab provides a proprietary managed solution better able to provide the complexity that more advanced courses may require but limited by the scalability of fixed resources.

In future, it is planned to extend the functionality of VCL to include the ability to create more complex sandboxed environments and to utilise distributed cloud resources external to the hosting organisation.

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Pilot Mentality

Submitting Author

James Clay

Theme

Mainstreaming

Tags

funding, mainstreaming, pilot, project, research

The ALT Conference is filled with sessions reporting on the outcomes of projects and pilots from across FE and HE. Institutions invest and spend time and money on trials with new learning technologies and pedagogies to discover their value to learning and the learning process. National organisations and agencies provide funding to for further research and projects.

The question though is do these pilots and projects result in mainstream adoption or not?

The essence of the debate is spread across two viewpoints.

Pilots and projects represent value for money and are a valuable tool in evaluating, experimenting and reflecting on the use of new pedagogies and learning technologies. They are a key part of embedding organisational change.

Or…

Pilots and projects are an inefficient method for the mainstream adoption and embedding of new pedagogies and learning technologies. They are of little value to organisations and are often used as part of a cycle of funding rather than organisational change.

A panel consisting of representatives from institutions and funders will provide a stimulus for discussion on the value or cost of pilots and projects and the impact they have had on learners. The panel will have five minutes to put forth their views and opinions on the issues at hand. There will then be an audience focused discussion with a final summary and comments from the chair.

5 mins Introduction by the Chair

20 mins Presentations from panel members

30 mins Audience Discussion

5 mins Summary from the Chair

Use will be made of voting technology to engage the audience and ascertain if the discussion has made them reflect or change their minds.

The purpose of the symposium is to engage the ALT community and reflect on the value of the pilots and projects that they undertake and the impact they have on mainstream teaching and learning.

The business case for academic development: Does current evidence align with key stakeholder priorities?

Submitting Authors

Cathy Gunn, Linda Creanor

Theme

Sustainability

Tags

businessModel, development, elearning, sustainability

The impact of elearning development services in universities is notoriously hard to measure in ways that address different stakeholder interests. Practitioners in this somewhat chaotic professional field know intuitively, as well as through various types of evidence, when development strategies are effective and when they are not. However, effectiveness can't be reported in concrete terms such as increased student numbers, causal links to positive impact of teaching innovations or improved student learning outcomes. This makes the business case for investment in specialist centres appear tenuous in some quarters.

The varied roles that elearning development centres play in helping teachers and institutions to ensure continuing relevance in the context of shifting circumstances should make a compelling case for their survival. An Australian HE sector report[1] presents a comprehensive list of areas of operation:

- Educational policy, strategy and governance;
- Quality of learning and teaching;
- Scholarship of teaching and learning;
- Professional development for teaching;
- Credit-bearing programmes in higher education;
- Curriculum and course development;
- Institutional and sector engagement;
- Presenting evidence of impact.

In the UK, the bi-annual UCISA survey of technology enhanced learning provides a snapshot of activity across the HE sector, with a strong focus on quantitative data[2]. The results are based on self-reporting by institutions and are often indicative rather than definitive. Nevertheless, they are valued by the community as a useful 'state of the nation' overview of technology enhanced learning in HE and are widely used to guide decision making and inform strategy. By their very nature however, statistical data such as these provide a limited view of value.

Educational value is hard to demonstrate in meaningful ways, and recent experience demonstrates the turbulence that can be created by political, fiscal and organizational pressures. Many centres have been disestablished or restructured; causing disruptions to services and loss of continuity as well as damage to collegial relationships that may have taken years to build up. Limited understanding in senior management circles of the impact of this kind of work is a frequently cited problem. However, the need to present more compelling evidence to support ongoing investment and maintain the scholarly status of centres is also widely acknowledged. This symposium will explore the strengths and limitations of current impact evaluation and reporting strategies in this mission critical area.

Panel members will present a series of short case studies highlighting varied approaches to evaluating and reporting impact to senior management of their institutions in the UK and Australia. Participants will be invited to debate the relative merits of these approaches, and to share their own experiences of providing evidence of the positive impact of academic development and e-learning activities.

This symposium will facilitate informed debate on a critical issue, and a rare opportunity for lead practitioners to share experience with an audience of peers and colleagues. The range of different roles and perspectives of ALT members and conference delegates will add richness to the conversation.

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[1] Benchmarks for Assessing Performance of Academic Development Units in Australian Universities. www.cadad.edu.au/pluginfile.php/119/mod_page/content/1/Resources_and_publications/Benchmarking_report/Benchmarking_Report.pdf

[2] UCISA TEL Surveys www.ucisa.ac.uk/groups/ssg/surveys.aspx

Exploiting research data for teaching

Submitting Authors

Jez Cope, Catherine Pink

Theme

Entrepreneurialism

Tags

efficiency, entrepreneurialism, openAccess, openData, openness, opennessAndSharing, researchData, researchLedTeaching, sharingKnowledge, shiftingResources, sustainability

Research data paid for by public funds should be available to the public as openly as possible, whilst protecting the rights of the originating researcher. To enable this data must be managed appropriately throughout its lifecycle. Awareness of this need continues to grow, as evidenced by the introduction of Research Council policies such as the EPSRC Policy Framework on Research Data (EPSRC, 2011).

JISC has funded a series of projects through its Managing Research Data strand to develop and share the technologies, policies and new ways of working required to meet these funder requirements. The authors' project is one such project, aiming to develop infrastructure for data management at the Authors' University (Authors, 2011).

Open data provides a resource for learning that can be exploited by students for practical work and project dissertations, enabling development of skills including critical evaluation and navigation of data repositories (Conole, 2006; Lyon, 2003). To facilitate this, learning technologists must develop an understanding of the research data management process.

This workshop will explore how research data can be exploited for learning and teaching in Further and Higher Education, addressing the following questions:

- What is research data?

- How can data be exploited for teaching and learning?

- Where can I find suitable data?

- What license applies to the data and how do I comply?

- What contextual information is needed to make effective use of data?

The session will start with a brief introduction (10-15 minutes) to the area of research data management and related issues, such as attitudes towards openness and technology, many of which will be familiar to those in the e-learning community.

Participants will then examine a set of data resources and discuss how they might be used for teaching and what issues may arise in doing so (30-40 minutes).

Participants will find it easier to explore the resources fully if they have access to a laptop and wireless network.

This symposium is aimed at learning technologists and teachers in HE and FE interested in e-research in general and research data management in particular. Participants will gain an understanding of the purpose and challenges of research data management and its relevance to learning and teaching.

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EQAL Access — Driving VLE Adoption through Curriculum and Business Review Process

Submitting Authors

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Theme

Mainstreaming

Tags

curriculumDesign, curriculumReview, largeScaleLT, mainstreaming, Moodle, problemSolving, vleAdoption

Building on an on-going university wide curriculum and business process review programme entitled Enhancing Quality and Assessment for Learning (EQAL); this presentation will describe the challenges faced and lessons learned during the implementation of an institutional VLE migration as a core deliverable of this institutional change programme at Manchester Metropolitan University. We will evaluate the ways in which a VLE review was used to identify an open source solution (Moodle) that could be integrated across the institution to deliver the EQAL objectives. A main focus of this presentation will be on describing the drivers which linked the implementation of a new VLE to an institutional curriculum and business process review programme.

The EQAL initiative placed a specific focus on enhancing the student learning experience through a review of the curriculum framework and institutional business processes. We will present an overview of the enhanced student learning environment implemented as part of EQAL, which seamlessly integrates learning, teaching and assessment resources and information with wider institutional resources and data from a range of corporate systems to support and enhance the student experience. Student feedback and evaluation data will be presented to illustrate the impact which these initiatives have had on their learning experience.

The significant increase in the adoption of learning technologies across all units and programmes at MMU during the implementation of EQAL and the new VLE will be described alongside analysis of how this uptake relates to the design precepts which placed the VLE at the heart of implementing new curriculum and business models.

One year into the implementation, we will present a summary of the impact from student and staff perspectives and illustrate ways in which on-going evaluations and feedback are being used to develop the overall learning environment. We will discuss the impact that these initiatives have had on other institutional strategies, alongside developments proposed by our Students Union. The connection between this initiative and the work of the ALT Learning Environment Review SIG (LERSIG) will also be described.

A critical success factor in our work has been the revised support infrastructure which has been implemented to support staff through this transition at pedagogical and technological levels. We will describe the approaches adopted to support staff through this major institutional change including staff development, online resources, and enhanced faculty based resources to contextualise the institutional agenda into local programme and unit needs.

Throughout the presentation we will encourage delegates to reflect on the extent to which their own adoption of learning technology is linked to institutional curriculum and business processes. We will also encourage discussion on the key lessons from our implementation to support delegates who may be considering migration to an open-source VLE.

Changing how we use learning technologies: Embedding learning technologies into the curriculum across an institution

Submitting Authors

Uwe Matthias Richter, George Evangelinos

Theme

Mainstreaming

Tags

adoption, effectiveTechnology, InstitutionalChange, institutionalLT, LargeScaleLT, Student-centredLearning, Use

Nationally learning technologies are increasingly seen as important tools to enhance and support student learning be it in a classroom, at work or at a distance (HEFCE, 2010; Kubler, J. and Sayers, N., 2010). The emphasis is shifting from technologies as add-ons to ubiquitous elements of learning and teaching.

More than three years ago Anglia Ruskin University (ARU) conducted a VLE review which identified a desire by both students and staff to move away from a primarily teacher-centred mode. The review recommended to shift from using the VLE as a document repository towards student-centred approaches such as sharing files, collaborating on tasks and projects, etc.. As a result Anglia Ruskin decided to implement a bespoke Virtual Learning Environment (VLE) with the aim of achieving full adoption and a high level of embedding learning technologies into teaching. This is reflected in and driven by various institutional policies and strategies ranging from the Corporate Plan to Learning, Teaching and Assessment Strategy and Student Charter.

In order to achieve these objectives, which are expressed in specific and often demanding targets, Anglia Ruskin took a distinctive approach. All modules are now provisioned with a VLE space irrespective where and when they are delivered. Furthermore, lecturers are required to populate and use these spaces actively to support, enhance and in some cases replace face-to-face teaching with technology-enhanced learning, benchmarked against minimum VLE expectations.

While there has been considerable progress towards adopting the VLE student-centred approaches remain a big challenge. Pachler and Daly (2011; p. 81) put the challenge we face as follows: "In order to be effective, approaches to e-learning need to try to ensure a close fit between learning theory and the design, implementation and evaluation of interventions." Our main approach to address this challenge is capturing and sharing good practice in technology-enhanced learning, while regularly reviewing and where appropriate raising the pedagogically informed VLE minimum expectations (Chickering and Gamson, 1987).

The Pecha Kucha presentation will introduce our institutional context, summarise the progress achieved so far before focussing on the challenges we face.

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eSubmission and eFeedback — is it becoming mainstream?

Submitting Authors

Barbara Newland, Lindsey Martin, Alice Bird

Theme

Mainstreaming

Tags

eSubmission, feedback, mainstreaming, marking

eSubmission and eFeedback have increasingly become mainstream activities in the universities in the UK. eSubmission, which is the online submission of an assignment, is becoming a reality at a faster pace than eFeedback, which is online feedback such as text or audio.

There are different perceptions about the reality of the need for the change and the speed to implement it. Students and management believe that it is easy to mainstream eSubmission and eFeedback and would like it to happen immediately. Central support services are willing to support the change but are aware of the reality of the resourcing and sustainability which are required for mainstreaming staff training and secure, robust systems. Initially, many academics are supportive of eSubmission providing they can still mark a paper copy. Once they have participated in the process they are more willing to move towards total "e" with eFeedback.

Policy and practice about eSubmission and eFeedback in UK HEI has been obtained through online surveys to the Heads of eLearning Forum in 2011 and 2012 (HeLF, 2012). This forum is a network of over 125 nominated Heads from UK Higher Education institutions who are engaged in promoting, supporting and developing eLearning. They have an overview perspective of developments in their own institution. The surveys were developed by a group of HeLF representatives who are currently implementing eSubmission in their institution.

The survey results are analysed using quantitative and qualitative methods (HeLF, 2012). The results from 2011 showed the increasing use of eSubmission but only 11% implemented both eSubmission and eFeedback. The results, from March 2012, show the extent to which eSubmission has become more mainstream, over the past year. They also indicate a gradual shift towards eFeedback, as lecturers become more experienced in using the software. Before they engage in the process, many academics are adamant that they will need a paper copy for marking. However, after the initial experience and observation of what colleagues are doing, some do choose to change over to eFeedback.

The results from the 2012 survey highlight the emerging trend towards mainstreaming eSubmission and eFeedback. They also show the extent to which the drive to move in this direction from management and students has turned into reality or led to confrontation.

The results will enable participants to compare the current policy and practice at their institution to the rest of the UK.

References

HeLF, 2012 www.helf.ac.uk

A Few of my Favourite Things

Submitting Author

James Clay

Theme

Openness and sharing

Tags

android, app, app, application, ipad, learning, mobile, mobile, mobile, windows

The iPad, launched in 2010, has had a powerful impact on teaching learning. Now in its third incarnation, the device has changed how people think about mobile learning, 1-2-1 devices, bring your own devices and ubiquitous computing.

The growth and use of apps on the iPad has allowed for a variety of learning activities. There are thousands of apps that support teaching and learning.

Of course the iPad is not the only device to support mobile learning, we have smartphones, Android phones and tablets and Windows devices. Therefore delegates will be able to show off any mobile app.

This session will allow participants to show and share their favourite mobile apps, and explain how it supports teaching and learning.

The 80 minute session will allow participants 5 minutes to share, explain, demonstrate and explore how their favourite app supports teaching and learning. The key with this session is audience participation and delegates will be invited before and during the session to share their favourite apps.

Within the five minutes the delegate will demo their app and explain how it benefits the learning process.

Structure of session:

5 mins — Introduction and example

70 mins — 5 minutes to describe their favourite app

5 mins — Summary and voting on best app.

By the end of the session the delegates will have seen up to 14 different apps that support teaching and learning.

OER-Enhanced Curriculum Design and Delivery

Submitting Authors

Ming Nie, Alejandro Armellini

Theme

Openness and sharing

Tags

curriculumDelivery, curriculumDesign, oer, openEducationalResources, repurpose, reuse

This paper reports on the key findings from a research project called EVOL-OER, funded by SCORE. EVOL-OER aims to develop a deeper understanding of the reuse of open educational resources (OERs) by academics in Higher Education Institutions (HEIs).

UK funding has largely been allocated to projects that focused on the creation of OER repositories and promotion of a sharing culture among academics in HEIs to release their resources as OERs. There is a lack of understanding of how the OERs accumulated in the repositories are being modified and reused over time.

The JISC OER Impact study looked into reuse of both OER and non-OER by staff and students in higher education. It uses the image of an iceberg to illustrate reuse that takes place at an institutional level and suggests that the majority of reuse takes place below the surface, in contexts that are not publicly visible. The study categorises the patterns of reuse by staff and students into four quadrants: Independent, Appropriated, Strategic and Ratified. Only in the Ratified quadrant do staff embed properly licensed OERs into curriculum. In the other three quadrants, staff and students discover and use mainly non-OER resources individually, or link or embed these resources to the institution's VLE to support teaching (White and Manton, 2011).

EVOL-OER expands on the OER Impact study by exploring the iceberg above the surface and expanding on the Ratified quadrant of its landscape of reuse framework. EVOL-OER puts forward a new four-quadrant framework called OER-Enhanced Curriculum to map curriculum design against OER design. This framework shows four types of enhancement that can be achieved during the design and delivery stages: Rapid, Planned, Low-cost and Strategic enhancement. The top-right quadrant (Strategic enhancement) requires significant effort in embedding repurposed OER into curriculum design in a structured way for long-term enhancement, while the bottom-left quadrant (Rapid enhancement) constitutes reusing OER 'as is' at minimal cost for quick enhancement at the curriculum delivery stage in the short-term.

EVOL-OER uses qualitative methods. So far, semi-structured interviews have been conducted with 12 HEI academics who have had extensive experience in reusing OERs. In addition to the interviews, analysis of examples and case studies from the OER Africa website was conducted as part of the research.

In the presentation, we will demonstrate the new framework and provide examples to illustrate how academics use different approaches to embed OERs into curriculum. We discuss pertinent issues in reuse, such as the need for sharing back reused resources and development of digital literacy of staff. We also discuss drivers and barriers and their impact on the strategies adopted by academics for reuse. EVOL-OER is ongoing and this new framework will be updated and informed by new findings throughout the project lifespan.

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Open University Learning Design Initiative at Leicester

Submitting Authors

Ming Nie, Gabi Witthaus, Grainne Conole, Alejandro Armellini

Theme

Sustainability

Tags

7CsFramework, delivery, learningDesign, sustainablility

OULDI at Leicester is a project funded by JISC as part of the Open University Learning Design Initiative (OULDI) project. It aims to undertake an audit of the OULDI tools and the Carpe Diem material developed at Leicester to create new learning design resources that is trialed and evaluated with academics at Leicester and SAIDE.

The project involves a series of activities. A review of the learning design resources, tools and activities created by the OULDI project and Beyond Distance Research Alliance (BDRA) at Leicester University has been conducted. The outcome of this review is a conceptual framework — the 7Cs of design and delivery, which captures 7 aspects in the process of design, delivery and evaluation.

1. Conceptualise: Initiates the design process

2. Capture: Using search engines, OER repositories and social bookmarking to find and collate relevant resources

3. Create: Creation of content and activities

4. Communicate: Moderating asynchronous and synchronous forums

5. Collaborate: Using wikis, voicethread, Pirate Pad to foster collaboration

6. Consider: Using blogs, e-portfolios and Multiple Choice Questions (MCQs) to promote reflection and different forms of assessment

7. Consolidate: Reflection and action plan for taking things forward

The team is now collating, analyzing and synthesizing existing resources and repackaging them as new resources to address the needs of Leicester and SAIDE. The resulting resources will then be trailed with a group of academics at Leicester via two face-to-face workshops and with a group of colleagues at SAIDE via an online workshop. All three workshops will be delivered in March 2012. In the two workshops at Leicester, we will use Cloudworks as the platform for participants to share and discuss their design ideas and experiences.

Participants' feedback will be collected through feedback forms and semi-structured interviews. The aim of the evaluation is to answer the following questions:

1. Outcome: To what extent do the workshops and resources meet your needs in design for learning?

2. Content and format: What aspects of the workshop did you like and dislike? How can we improve the resources to make them more relevant and usable for you? What other elements or resources do you need to support design for learning in your practice? What are the things that you want to follow up or use in future?

3. Use of Cloudworks: Have you found using Cloudworks useful? How could Cloudworks support the work that you do?

All the resources and workshops created as part of this project will be made available via Cloudworks, the BDRA and OULDI websites.

In the presentation we will provide a detailed description of the 7Cs framework, the process of design and running the workshops for Leicester and SAIDE, and key outcomes from the evaluation.

Using QR Codes to Engage Learners

Submitting Author

Richard Lilleker

Theme

Mainstreaming

Tags

effectiveSolutions, enthusingLearners, handheldDevices, learnerExperience, mainstreaming, qrCodes, touchscreenMobileDevices

The increased popularity and usage of QR (Quick Response) codes in recent years (Mobile Commerce Press, 2011) prompted us to embrace the technology to engage learners and enhance their experience in the LRC (Learning Resources Centre).

QR codes were placed on various book bays throughout the LRC as a method of providing links to common search terms in the online library catalogue. When scanned, users are directed to the search results page of the catalogue. The technology was also used to support a Tour of the LRC, designed to familiarise people with the space and our resources. 14 eye-catching posters, each displaying a QR code, were placed in various locations in the LRC. When scanned, the codes reveal alphanumeric text containing information about the location and instructions on where to go next.

The project has been a success, although we did experience some problems. One difficulty was identifying the most suitable QR code scanning application(s) to use. Awareness is also an issue; according to Austin & Williams (King, 2010), only 52% of people have seen or heard of QR Codes, with only 28% having ever scanned one. Not all learners have a smartphone with QR scanning capabilities either. To combat these issues, we produced an information card providing details about QR codes and recommended applications. We acquired two touchscreen mobile devices and preloaded them with a QR code reader app for learners to borrow. Obtaining information has become much more engaging for learners. They have been keen to try scanning the codes and "liked using the smartphones". Some commented that they "would have liked to go around in two groups, finding different areas so it was more of a competition".

The session should be of interest to conference participants since it demonstrates how a modern technology can be applied to an educational environment to engage learners.

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Is OER mainstreamed and sustainable?

Submitting Author

Peter Reed

Theme

Openness and sharing

Tags

mainstream, OER, sustainable

The 2010 Horizon Report (Johnson et.al, 2010) identified OER as a practice that will reach mainstream adoption within one year. Two years on, this presentation questions whether the Movement has yet reached mainstream, and questions if the movement is sustainable beyond funding.

There will always be societal influences in education — sharing locally amongst academic colleagues, has, is, and probably always will take place. Research is increasingly demonstrating that teaching staff are sharing content on an informal scale with colleagues within department/faculty, but they are not applying (creative commons) licences or sharing formally via repositories (Rolfe, 2012, Reed, In Press).

Critically reflecting on this informality, one can question if it can be classed as 'open' at all. Schaffert & Geser (2008) suggest if something is to be open, it must subscribe to 4 elements: Open Licensing, Openly Access, Open Software and Open Format. This is quite a strict viewpoint, whereas Hilton et. al. (2010) suggest;

""Openness is not like a light switch that is either 'on' or 'off'. Rather, it is like a dimmer switch, with varying degrees of openness" (Hilton et. al, 2010)

Tackling this informal approach to sharing is critical if the movement is to become mainstream, sustainable, and effective.

The second point to this presentation, considers the movement's sustainability.

For as long as it requires extra workload and/or time, the chances of mass sharing of resources will be slim, especially in a era where wanting 'more for less' is prevalent. This is particularly true whilst there are little or no systems for reward or recognition — something seen as one of the biggest barriers to engagement (Yuan, Macneil, & Kraan, 2008).

Furthermore, sharing content is often more time consuming — not just the process of uploading a file to a repository, but inevitably (and rightly or wrongly) the stakes related to QA increase. Staff might be willing to use their own materials in the classroom, but the thought of sharing those materials 'as is', can be daunting.

So whilst there are resources, workflows and development tools available, the movement isn't prepared for mass engagement when funding ceases. Many authors suggest barriers that must be overcome, such as reward mechanisms and licensing (Yuan, MacNeil * Kraan, 2008; Seonghee & Boryung, 2008). Until HEIs strategically focus on OER for OER-sake, which will come at a cost, it can't reach mainstream. After all, would the breadth of institutions currently engaging with OER be the same if JISC/HEA funding wasn't so plentiful?

Participants will gain insight into research around the awareness and attitudes towards the Open Content Movement (at two UK HEIs); and have the opportunity to debate the argument that 'OER has not reached mainstream, and with the current structure in the UK, is not sustainable'.

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Innovative Inductions and Feedback

Submitting Authors

Claire Donlan, Tracey Totty

Theme

Mainstreaming

Tags

confrontingReality, engagingLearners, enthusingLearners, FE, feedback, inductions, learnerVoice, pioneeringUses

"The student experience today is more learner-centric and far more engaging" (Brewerton, 2012, p.40) and this was a major consideration in the development of the Middlesbrough College Learning Resources / eLearning / ICT induction sessions that were delivered to students in 2011. Building on the success of the practical elements in previous induction sessions, further participatory elements were investigated and incorporated in order to engage learners and provide an improved feedback mechanism.

A participatory approach was taken in order to provide a different experience and to disseminate the information in a dynamic way. The need to use digital media was recognised as "non-text-based modes offer rich alternative methods for getting across meaning". (De Freitas & Conole, 2010, p.19).

A 3D model of the Middlesbrough College Learning Resources Centre was produced as a 'wow' factor visual representation of the space and resources. A walk-through experience was created within the virtual space demonstrating the learning resources using 3D objects and instances which activated short instructional videos. The induction session also included a practical element to ensure that learners could access the college system and resources followed by feedback opportunities. The feedback consisted of a quiz using the Interactive Whiteboard software and voting handsets. The questions were designed to reinforce learning and to collect student views on the usefulness of the session and any suggestions for improvements. In excess of 3200 students participated in the induction sessions which generated a large amount of feedback. The feedback process was successful as learners engaged with the interactive activity and due to the nature of the handsets it meant everyone could be equally involved and have their opportunity to comment. Learner comments such as "the induction has been very good and exciting", "I thought it was good, I liked the 3d" and "it was useful and I learnt some new things" reflected on the dynamic nature of the session.

The use of innovative technologies such as a 3D experience and interactive feedback led to a more engaging and participatory learning experience. The presentation will focus on how the feedback has impacted on further developments. These developments include the different methods of gathering student feedback and how the results can inform learning resources and eLearning provision and training and support across the college.

The presentation will be of interest as it will give an insight into student responses to the use of innovative technologies when incorporated into an induction process.

References

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Blended Learning — a 6 step model for mainstreaming

Submitting Authors

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Theme

Mainstreaming

Tags

BlendedLearning, mainstreaming

Academics are encouraged to move towards Blended Learning (BL) to meet student expectations. Ideally a course team would review the whole curriculum. However, in reality academics focus on just part of the curriculum in their implementation of eLearning. Many academics do not have high levels of digital literacy and are confused by the eLearning options available to them. The 6 step model simplifies the process and is developed from work by Garrison, Littlejohn, Author and Salmon (Garrison 2008, Littlejohn, 2007, Author, 2008 and Salmon 2002).

The 6 step model has been implemented in a Masters Level Blended Learning module for Continual Professional Development for academics. The 6 steps are:

1. Identify the learning objectives

2. Look at the curriculum to decide what is best face-to-face (F2F) and what is best as eLearning

3. Consider the integration and relationship between the F2F and eLearning

4. Develop the most appropriate eLearning activities to achieve the learning objectives

5. Decide how will you assess these activities

6. Choose the most appropriate technology

The steps are accompanied by templates to help academics to plan their implementation. The academics also engaged in a weekly Digital Challenge so that they became familiar with different eLearning technologies and participated in online activities for collaborative learning such as blogs and wikis.

The academics have found the structure of the 6 step model helpful in planning the implementation of eLearning activities. Some are using the model to plan a series of activities whereas others are focussing on a single one. The eLearning activities range from using mobile technology to creating wikis. The academics have a range of confidence and experience with implementing eLearning and in their general use of technology. The pre-requisites for the module ensure they already have an understanding of pedagogy. However, some of them want a quick and easy answer to deciding which eLearning activity to initiate. Their initial reaction was one of frustration when they realised eLearning does not provide a "magic" solution to teaching.

The 6 step model has been effective in implementing BL following academic participation in a BL module. The model is now being used more extensively to mainstream BL throughout the university in order to encourage and support staff to engage further in BL beyond placing their lecture notes in the VLE.

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Improving Student Success Using Predictive Models and Data Visualizations

Submitting Authors

John Hilton, Alfred Essa

Theme

<mark>Problem solving</mark>

Tags

addressingInstitutionalProblems, analytics, confrontingReality, effectiveness, effectiveSolutions, pragmaticFramework, problemSolving

The need to educate a competitive workforce is a global problem. In the US, for example, despite billions of dollars spent to improve the educational system, approximately 35 percent of students never finish high school. The drop rate among certain groups is as high as 50 to 60 percent. At the college level in the US only 30 percent of students graduate from two-year colleges in three years or less and approximately 50 percent graduate from four-year colleges in five years or less. A basic challenge in delivering global education, therefore, is improving student success. By student success we mean improving retention, completion, and graduation rates. In this paper we describe a Student Success System (S3) that provides a holistic, analytical view of student academic progress. At the conference we will demonstrate S3. The core of S3 is a predictive modeling engine that uses machine intelligence and statistical techniques to identify at-risk students pre-emptively. S3 also provides a set of advanced data visualizations for reaching diagnostic insights and a case management tool for managing interventions. Powered by learning analytics, S3 is intended as an end-to-end solution for identifying at-risk students, understanding why they are at risk, designing interventions to mitigate that risk, and finally closing the feedback look by tracking the efficacy of the applied intervention.

Effective solutions for recording student work and peer feedback: the use of Adobe Connect and LiveScribe smart pens

Submitting Authors

Kirsten Thompson, Dragos Ciobanu, Rebecca Dearden

Theme

Problem solving

Tags

benefits, caseStudy, confrontingReality, effectiveness, effectiveSolutions, handheldDevices, JISC, LectureCapture, peerSupport, pioneeringUses, problemSolving, quality, reflection, SmartPens, sustainability, technology, tools

Today we are confronted with the reality of having to do more with less; as learners invest more heavily in their education and future, they both expect and rightly deserve innovation in the delivery of an exceptional student experience, yet educators are faced with the challenge of achieving this with reduced resources. The implementation of new technologies can be seen as a means to realising this challenge but, 'simply capitalizing on new technology, however, is not enough; the new models must use these tools and services to engage students on a deeper level' (Horizon Report, 2012) and these technological interventions also need to be efficient and sustainable.

During this interactive hybrid session we will present the background, approach and findings from a JISC funded project that explored the use of technologies to capture audio, video, handwritten notes and drawings. These technologies, specifically Adobe Connect and LiveScribe smart pens, were used to record student presentations and peer-feedback, on an accredited teaching development programme. These technologies were piloted to:

1. Establish more efficient and sustainable methods of capturing presentations and providing students with recordings of their work.

2. Improve student presentation skills.

3. Encourage deeper reflection to enhance student learning.

So far the feedback from learners and teaching staff has been very positive; we have however, identified some technical and policy challenges, which are leading us to explore alternatives, which will also be covered in the session.

The technologies will be demonstrated by the presenters, therefore parts of the session will be recorded; participants will have the opportunity to experiment with the smart pens and reflect upon the wider application of Adobe Connect, LiveScribe pens and similar technologies.

There will also be a structured discussion around the challenges of implementing Adobe Connect and the LiveScribe pens followed by recommendations on implementation.

The indicative timings for the session are as follows:

- 0-20mins Presentation and demonstration

- 20-40mins Practical workshop activity involving use of the technology

- 40-60mins Discussion and summary

This session will be of interest to conference participants who are keen to explore effective solutions to capture lectures, improve student presentation skills, enhance synchronous peer feedback processes and deepen student reflection, supported through the innovative use of sustainable technological interventions. Due to the participatory nature of this session and the availability of hardware, spaces are limited to 30 participants.

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How can we move beyond recorded lectures?

Submitting Authors

Anne-Marie Preston, Clive Young, Sylvia Moes

Theme

Mainstreaming

Tags

effectiveness, enthusingLearners, mainstreaming

The workshop will be presented by leaders from the Erasmus REC: all project (www. rec-all.info/) which is researching how lectures are currently being captured and used, suggesting learning designs for flexible and off-campus delivery, reviewing technical, pedagogical and legal issues and producing practical guidelines to help teachers. Workshop participants will be invited to join the REC: all active community of practitioners.

More and more universities are recording their live lectures and then putting them online ('weblectures') as a way to support both on and off campus students. As we have found with the UK ViTAL special interest group (supported by ALT) video is increasingly a core feature of the virtual campus. There is now a significant sector investment in lecture capture systems, podcasts, multimedia lecture theatres, i-Tunes U and streaming services. Lecture capture itself is rapidly evolving both technologically and conceptually. What was once seen as a passive recording method is now seen as an enabler of more participative and student-centred models. The Oasis project in the Netherlands for example discovered that the more interaction designed into the different types of weblectures, the better it works for students to really understand the material. Oasis created a multi-dimensional pedagogical model, now being integrated in the current REC:all project, where the types of different weblectures are related to learning goals.

The workshop will enable participants to explore and assess these new pedagogical designs for lecture capture, based on research and models from the Oasis and REC: all projects. Our focus is on adding value to learning in combination with interaction and social models. The workshop leaders will share our experiences of the last 3 years and work with the participants to collaboratively describe and discuss informal models to help individuals and institutions develop these potentially paradigm-shifting approaches.The workshop aims to develop our collective view, based on the participants' contribution and feedback on the applicability and potential of these approaches.

Provisional agenda:

- Welcome/background, overview of aims of workshop — 10 mins

- Participant's and researchers' experience of lecture capture, including pros and cons; group discussion and feedback — 10 mins

- New pedagogical models, including example material — 15 mins

- Could these models work in your context? Group discussion and feedback — 15 mins

- Wrapping up — overview of outcomes of workshop, action points — 10 mins

Participants who attend the workshop will also gain a deeper understanding of

- new technological and pedagogical learning designs based on lecture capture

- how weblectures can be used effectively in conventional, blended and distance courses

- different types of interaction possible with weblectures

- the time and technological skills/infrastructure required

- how social networking can be integrated

Workshop participants will be invited to join and contribute to the REC: all active community of practitioners.

References

Erasmus Recording and Augmenting Lectures for Learning (REC:all) project www.rec-all.info/

REC:all's collection of resources associated with the new pedagogies of lecture capture www. scoop.it/t/rec-all/

Oasis/OASE project www.weblectures.nl/ (in Dutch)

ViTAL Video in Teaching and Learning (UK-based educational special interest group linked to REC:all) http://vital-sig.ning.com/

The Mobile Journey

Submitting Authors

James Wells, Richard Lilleker

Theme

Mainstreaming

Tags

enthusingLearners,
entrepreneurialism,
handheldDevices, mobileDevices,
onLineLearning, openness,
sharingResources

Mobile usage for education has grown enormously within recent years (Ambient Insight Research, 2012) largely due to its tremendous potential in supporting and improving education and its delivery (Sheng, Siau and Nah, 2010). In early 2011, Middlesbrough College embarked upon a year-long project to research and deliver a mobile application (app). The decision was fuelled in part by the growth of mobile usage in education and due to the importance of mobile technologies in youths' life's (Moura & Carvalho, 2008 cited in Ozdamli & Cavus, 2011). Other instrumental factors that were key drivers for engaging in this project included senior management interest and direct feedback obtained from learner questionnaires.

This paper will explore how Middlesbrough College successfully implemented a mobile solution and follows the 'journey' from start to finish. It will outline the drivers for 'going mobile', including the fact that new technologies, such as mobile phones, allow students to learn more in less time (Almekhlafi & Almeqdadi, 2010). Key phases of the project are identified, starting with the initial research and resulting in the roll-out and marketing of the app across several platforms. Core functionality, including news feeds, maps, VLE access, images, videos, college dining information and other features will be identified and explained.

This paper also provides information on the technical aspects of the mobile platform, problems encountered during the project and our overall experience from a development perspective. Also featured are methods of data collection, specifically questionnaires and focus groups, feedback received from users and ultimately how the resultant data is being used to inform future developments of the app.

This paper may be of interest to any institution that has implemented or is considering the implementation of a comprehensive mobile solution. Although still in relative infancy, mobile apps command a high level of interest in most academic institutions, as does their development and use.

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How to move beyond lecture capture

Submitting Authors

Clive Young, Sylvia Moes, Anne-Marie Preston

Theme

Mainstreaming

Tags

effectiveness, enthusingLearners, mainstreaming, pioneering, Uses

Lecture capture is rapidly evolving both technologically and conceptually. What was originally regarded as a passive recording method is now increasingly talked of as a 'breakthrough' enabler of more participative and student-centred formats. The UCL-based project REC:all (recording and augmenting lectures for learning) is researching and building a new practical model of use, in cooperation with colleagues from the Dutch OASE 'weblecture' project, the ALT special interest group ViTAL (Video in Teaching and Learning) and other enthusiasts from across Europe.

We are exploring and evaluating how 'classic' lecture capture can quickly evolve into more participative and interactive formats. Unlike many e-learning approaches, lecture capture builds on and extends traditional teaching formats, enabling a fast and pedagogically effective route into the development of online resources. An example is the development of short 'knowledge clips' based on readily available presentation and screen recording software. When these are delivered through the institutional lecture capture system directly to the VLE they can be linked to forums, quizzes and social media. OASE found that embedded interaction added to the different types of 'weblectures', enhanced student understanding.

The session will introduce our emerging implementation model which assesses the pedagogical and practical impact of lecture capture including:

1. Online lectures — using lecture capture to record a live event

2. Enriched online lectures — adding to and editing the recording

3. Personal capture / prerecording — using the same system but generally no audience

4. Webinars with interaction

5. Video feedback and supplementary materials

6. Student-generated materials

7. Distance learning

8. Marketing

The range of pedagogical approaches, together with the growing ubiquity of the technology infrastructure has enabled even 'traditional' institutions to use these systems to begin to move beyond classical teaching towards the 'flipped' approaches associated with richer online resources and enhanced classroom engagement.

Integrating Social Media into Learning Environments — Desire, Opportunity or Threat

Submitting Author

Guy Saward

Theme

Openness and sharing

Tags

enthusingLearners, pioneeringUses, problemSolving, socialMedia, VLEs

This hybrid session aims to confront the uncomfortable reality that while social media sites such as Facebook and Twitter are booming, students find VLEs less engaging — a bit like Google+. We aim to address the two themes of "problem solving" and "openness and sharing" by:

- presenting initial results on student and staff attitudes to integrating social and academic online communities based on a recent project (10 mins);
- demonstrating how academic activities within a VLE can be used to generate social media alerts (20 mins);
- discussing the value and issues arising from trying to bridge the gap between social and academic communities (30 mins).

This session comes out of the eSCISM project which aims to bridge the divide between a student's academic community of practice and their existing social networks. While students are using social media amongst themselves, a divide exists between this and tutors' online presence, in part fuelled by concerns over privacy and in part by the lack of staff digital literacy. The main activities of our project have been three fold: to survey students' relative usage of social media and their VLE; to investigate student attitudes to bringing academic activities into their online social lives; and to expose activities within a VLE to make them visible in social media in a way that addresses privacy issues.

In the first part of this session we shall present the survey results of our work from 6 student cohorts across two Schools within a STEM faculty that has involved over 150 students at levels 4, 5, 6 and 7 and over 50 staff. Unsurprisingly, results highlight the dominance of Facebook, accessed by students via mobile internet devices (MIDs), i.e. SmartPhones, although there are unexpected variations between cohorts and attitudes.

In the second part of this session we shall demonstrate the technologies used to integrate RSS feeds from a VLE into social media sites such as Facebook and Twitter, based around a set of key principles to promote staff and student engagement.

In the third part of this session we hope to stimulate discussion and gather additional information and requirements from participating staff as to the value and direction of social media/VLE integration. The format and content of this part of the session is flexible but could include the use of EVS and argument maps to support exploration of ideas.

In addition to exploring existing known issues, e.g. social media literacy and technical challenges, we hope to raise issues around institutional investment in and attitudes towards opening up the VLE. This work is increasingly vital in an era in which students increasingly rely social media "push" technologies, at the expense of the "pull" perspective of the VLE.

Awareness, Attitudes, and Participation of Teaching Staff toward the Open Content Movement

Submitting Author

Peter Reed

Theme

Openness and sharing

Tags

attitudes, awareness, commons, creative, jorum, oer

The Open Content Movement and Open Educational Resources (OER) can be seen as a potential method for reducing time and cost of Technology Enhanced Learning developments, however it's sustainability, and to some degree, it's success, is dependent upon a critical mass and large-scale participation.

This Case Study hoped to gain insight into the current awareness of, attitudes towards, and participation in, the Open Content Movement. More specifically, Jenson and Rodgers may view this within their typology as a 'Snapshot' Case Study, as it is a detailed, objective study of one research entity at one point in time.

A questionnaire sent to 190 staff involved in at least some elements of teaching activity across three Faculty areas. The survey was also sent to teaching staff from central non-academic departments.

Out of the 190 staff contacted there were 59 responses, representing a 31% response rate.

The results indicated that the majority of teaching staff have already reused existing content in their teaching (88% in f2f teaching, and 68% online), however they have all not necessarily sought, or already had rights clearance for their use. Less than half of those staff who have reused online content asked for or already had content.

100% of respondents said they would be willing to share their own content at some level, with 57% (n=34) happy to share more openly beyond the University; for any not-for-profit users (n=25, 42%) or open for anybody (n=9, 15%).

32% (n=19) of respondents were aware of the 'Open Content Movement', 24% (n=14) were aware of the Creative Commons, and 32% (n=19) aware of Jorum.

This data suggests that teaching staff are already reusing existing content, and willing to share content in the future. This could support Hylen's viewpoint that 'OER is still mostly a bottom-up phenomenon, where the managerial level of the institutions are not involved and not aware of the activities going on' (Hylén, 2006). It also reinforces Rolfe's research suggesting small-scale local sharing is more common than more formal approaches to sharing (Rolfe, 2012).

Somehow encouraging a more formal sharing philosophy amongst teaching staff who are already sharing informally, is a key challenge in achieving large scale participation, something which many authors reinforce is required for cost effectiveness and sustainability (Downes, 2007; Friesen, 2009; Wiley & Gurrell, 2009).

Identifying new 'blended' support roles to enable institutional change

Submitting Authors
Clive Young, Stefanie Anyadi, Lorraine Dardis

Theme
Problem solving

Tags
addressingInstitutionalProblems, confrontingReality, effectiveSolutions, enthusingLearners, helpingAdministrators, mainstreaming, problemSolving

As the complexity of teaching and learning in Higher Education has grown we have seen the emergence of a cadre of academic managers and administrators. In technologically-rich blended and distance environments these 'new' cross- boundary professionals have a very positive contribution to make to the student experience.

As a consequence in recent years a range of responsibilities have shifted from academic to support staff. In many departments Teaching Administrators now have wide or 'hybrid' responsibilities for admissions, quality management, programme and course coordination and planning, VLE course management, student advice etc.

The workshop aims to raise awareness among attendees of the need to identify and develop new blended support roles and strategies in their institutions. Participants will be invited to share good practice, exchange and compare institutional approaches, look at the changing roles of the academic and the support framework, explore how 'digital literacies' underpin these developments and identify actions for their own educational context.

The workshop derives from The Digital Department, a major JISC digital literacy project based at University College London. We believe a new professional group is emerging which will have a major role to play in the development of new forms of blended and off-campus education over the next decade. The project is investigating how to benchmark and develop the digital literacies of this group in a structured way, especially enhancing their awareness of pedagogically-effective learning approaches. For example, the project is working with University College London Teaching Administrator's to develop CMALT portfolios. We believe that by adopting these strategic methods we can support even traditional research-led universities to develop richer blended and distance approaches.

Intended outcomes for participants:

1. Identification of potential sources of support and collaboration at home institution

2. Identification of resources that would be useful for this professional group at home institution

3. Action points for building collaboration within institution

4. Building a network across institutions

Provisional agenda:

- Welcome/background and overview of aims of workshop, interactive 'knowledge space' approach — 10 mins

- Teaching administrators as "hybrid" professionals at different institutions — who do learning technologists work with, what roles, organisational structure, numbers, the administrative/academic mix in departments (20 mins in interactive 'knowledge spaces' with some plenary feedback)

- Working with this group to spread innovations, share good practice, support use of technology in teaching and learning (20 mins in interactive 'knowledge spaces' with some plenary feedback)

- Wrapping up — overview of outcomes of workshop, action points (10 mins)

References

JISC The Digital Department project https://blogs.ucl.ac.uk/the-digital-department/

Coursework Management Through an Enterprise VLE

Submitting Author

Sue Milward

Theme

Sustainability

Tags

addressingInstitutionalProblems, effectiveness, effectiveSolutions, helpingAdministrators, largeScaleLT, mainstreaming, pioneering, problemSolving, savingMoney, sustainability, sustainableModels, Uses

In response to the need to deliver timely and legible feedback to students, reduce printing and improve process flow, the University of Exeter has embarked on an ambitious project to deliver an end-to-end Online Coursework Management (OCM) solution delivered through our Learning Environment (LE). Working with our hosting partner ULCC, a specification was devised for a Moodle module which would integrate with Turnitin and seamlessly manage the entire process from anonymous submission of assignments through plagiarism checking, on-line marking, on-line feedback and transfer of grades to the SITS student records system.

Many challenges were encountered through the development phase which caused some delay in delivery. ULCC faced the technical challenges of integrating two versions of Moodle and Turnitin, while the University faced challenges of meeting the diverse needs of individual Colleges. In addition, many staff were and remain wary of the impact of on-line marking.

It was decided early in the project to undertake a phased implementation with early adopters evaluating the effectiveness of the system and acting as champions moving forward.

To support this evaluation, JISC funding was secured for the OCME (Online Coursework Management Evaluation) project (http://as.exeter.ac.uk/support/educationenhancementprojects/current_projects/ocme/). This project will provide evidence on the impact of OCM on teaching and learning excellence, process efficiency, financial savings, impact across the sector and technology impact.

The OCM project has now entered a pilot phase where over 30 assignments across all Colleges are using and evaluating the system. Thus far the pilot has proved a success with staff and students. Students are able to submit their assignments electronically, removing the need to print, travel and queue to hand them in. Support staff no longer have to receive and receipt coursework, collate and distribute to markers, repeat the process to return work back to students and then manually enter the grades into SITS. Markers have instant access to assignments providing more marking time. The pedagogic impact of on-line marking has yet to be evaluated.

Students require no training as the system is web-based and intuitive. Some staff training has been required, but this is minimal as staff are already familiar with the Moodle environment.

Conscious of the wider applicability of the OCM project, the developers have separated out the core functionality from the Exeter specific integrations. A number of other HEIs have already expressed interest in using the Moodle plug-ins and contributing to further development.

In conclusion, the project has been a huge success and the University is fully committed to continue working with ULCC to enhance the system based on the evidence of the pilot and is looking forward to working with other institutions who wish to benefit from the work undertaken at Exeter.

Emerging Learning Technology Roles: the teaching administrator as change agent

Submitting Authors

Stefanie Anyadi, Lorraine Dardis, Clive Young

Theme

Problem solving

Tags

addressingInstitutionalProblems, confrontingReality, effectiveSolutions, enthusingLearners, helpingAdministrators, problemSolving

As the complexity of providing education in an increasingly digitally-rich HE environment has grown, a new cadre of well-qualified teaching administrators (TAs) has now emerged as critical 'change agents'. TAs provide a range of 'just in time' support to academic colleagues. They often manage VLE resources, communicate directly with students and facilitate key educational processes such as assessment, feedback and consistent quality standards. Although TAs contribute directly to the student experience their specific digital literacy needs have so far been rarely recognised or addressed. JISC's The Digital Department, based at UCL, is therefore analysing the diverse skills and abilities needed in a modern 'digital department', and exploring how can we can benchmark, develop, share and evaluate best teaching administration digital practice across UCL through a certification framework.

The project is working together with the Association of University Administrators (AUA) and the Association of Learning Technology (ALT), to develop a sector-wide certification framework for TAs. In parallel the project is exploring how technology can enhance the business efficiency and educational effectiveness of academic processes. Achieving consistent quality of teaching and learning support is important to students but is undoubtedly challenging in a large, diverse research-led university such as UCL. By developing a common framework of digital literacies among a committed staff group and by engaging students, support staff and academic colleagues throughout the process, we believe we can establish a practical, sustainable model of institutional change which can be applied to other staff groups across our institution and the wider HE sector. We have begun the process by identifying a large group of TAs to work with as a team to undertake the Certified Membership of ALT (CMALT) as a precursor to the AUA certification. AUA and ALT are supporting us in this process to ensure portfolio compatibility.

This Pecha Kucha will report on the results to date and plans for the second (and final) year of the project.

The Power of PowerPoint: enhancing student engagement in higher education through just-in-time teaching and blended learning

Submitting Author

Thomas Wanner

Theme

Mainstreaming

Tags

blendedLearning, enthusingLearners, just-in-timeTeaching, studentEngagement

There are increasing problems with lecture attendance and student engagement in higher education sectors (ACER 2008). The increasing focus on online learning and teaching in the higher education could replace the traditional lecture at universities. However, studies have shown though that students value the face-to-face time and that blended learning approaches can have the transformative potential to overcome some of these challenges in today's highly competitive and globalised higher education sector (Garrison and Kanuka 2004). Blended learning is "the thoughtful integration of classroom face-to-face learning experiences with online learning experiences" (Garrison and Kanuka 2004: 96). The core question here is how to most effectively engage students in a blended learning approach to achieve the learning outcomes? Encouraging active student learning is one of the 'seven principles of good practice of undergraduate education' which can be enhanced and easier facilitated through the use of technology (Chickerman and Ehrman 1996). The answer is not to replace lectures with online lectures or other online activities but rather to make the face-to-face time more interesting, engaging and valuable for students (Krause 2005). There is "compelling" evidence that enriching the experiences and academic challenges are the most successful strategies for engaging students (Zepke and Leach 2010: 171).

This paper is a about a case study of a novel approach to blended learning in a social sciences course (Governance and Sustainable Development) at the University of Adelaide, South Australia. The use of PowerPoint and pre-class learning modules (which included videos and other content specific material) were used to engage the students before the actual face-to-face class time with the content material and to become familiar with key concepts and issues. Students were involved in creating their own PowerPoint slides (4-6 slides) before the lecture. The lecture was then a workshop style session in which points and questions from the students' PowerPoints were discussed and integrated into the lecture material by the course convenor. Central to this approach are the ideas of just-in-time teaching (Novak 2011) which include a feed-back loop where the lecturer through the PowerPoint slides of the students, which were viewed before the class, could assess the competency of the students with the material, and adjusted the face-to-face session accordingly. The purpose of the use of PowerPoint in the case study was not to make PowerPoint itself more interactive through, for example, including multiple choice questions or hyperlinks to instructional videos (Boyas and Morris 2008; see also Clark 2008). In contrast, PowerPoints were used for active learning of the students and to enhance student engagement and their empowerment to be mostly in charge of their own learning. Student views and reflections of the process were gathered through formal evaluation processes. These findings are part of the presentation to highlight the importance of pre-lecture engagement and just-in-time teaching.

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Yo! Youtube Wraps! Recontextualising and supplementing YouTube videos

Submitting Author

Ian Glover

Theme

Openness and sharing

Tags

enthusingLearners, immersiveLearning, mainstreaming, reusability, simplification, tools, web2.0

Video is being increasingly used to provide visualisations of topics and to help support students with visual/auditory learning styles. It is also useful in subjects such as Engineering and Health where it can be used to show processes that are too rare, dangerous, or delicate for live demonstration. The main site for web-based video today is YouTube, with its vast library of existing video and easy upload features; however, from an educational perspective, YouTube is problematic due to the number of distractions surrounding each video (comments, related videos, etc.). A method of isolating these existing videos and wrapping them in extra context/content would be of significant benefit to students and academics. This paper reports on an online tool that makes it relatively simple to produce such videos.

The tool uses software developed as part of the ENSEMBLE Semantic Web project (Carmichael & Martinez, 2009) to allow videos from YouTube to be wrapped with additional materials that is triggered at specified points during playback. These triggers pause the video and can be used to show links to related materials (e.g. course materials), prompt students with questions, etc. The original software is based upon the SIMILE Exhibit tool from MIT (Huynh, Karger, & Miller, 2007)and requires more knowledge of structured data than most people would. For this reason a simple online tool was created that allows less technical users to create their wrapped videos in a logical and efficient manner. The tool then allows users to download the required files, which can be placed onto the web or into a VLE.

The authoring tool is currently undergoing small-scale trials at both City University London and the Eastern Institute of Technology, a technical university in New Zealand. The early indications are that these trials will be successful, with students appreciating the extra content that is wrapped around the YouTube video, and staff responding particularly well at being able to use the videos to stimulate online discussion.

The ability to take a video, possibly produced by a third party, on YouTube and wrap it in extra content and context has great potential for enhancing learning. The tool that has been created here puts this within the reach of most academic staff, and therefore potentially brings it to large numbers of students. It is intended to release the tool as Open Source.

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E-portfolios: The Ideals of Reflection and the Reality of Support — A case study

Submitting Authors

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Theme

Problem solving

Tags

ePortfolios, personalDevelopmentPlanning, problemSolving, reflection

What happened to the e-portfolio? In the last decade the e-portfolio tool has been held up as a technology to aid students in the process of reflection as part of their professional development planning. Professional development planning entails "a structured and supported process undertaken by an individual to reflect upon their own learning and achievement and to plan for their personal educational and career development" (Strivens, 2007). E-portfolios were supposed to provide that structure and support. In the last few years however, e-portfolio tools have seemed unable to live up to initial expectations (Himpsl and Baumgartner, 2009). This presentation will address, with focus on a specific case study, the ideal of using e-portfolio for reflection and at the same time confront the reality of student engagement with the process.

First year students taking an undergraduate degree in Law at the institution in the case study must take a compulsory module called "Legal Skills". To pass the module, students must build two e-portfolios using the institution's VLE containing specific pages which they are expected to fill with specific content. The module convenor traditionally introduced the e-portfolio tool in the first week of the module which is also, for most students, their first week in Higher Education.

Unfortunately, the institution's e-portfolio tool did not allow for a predefined set of templates; a series of workshops at the start of the module focussed on the set-up of the e-portfolio. Although a member of the institution's e-Learning Team was present, this focus set a precedent for the module convenor to provide technical support. More crucially, the workshops' technical focus meant students had little time to consider the reflective aspects of the module.

In our case study, we outline how a JISC-funded project enhanced the e-portfolio tool and enabled a series of seven pilots to take place with the Legal Skills module to see if automating technical support would enable greater focus on these reflective aspects. The technology developed provides "just-in-time" help around the e-portfolio tool, prompting students at each step in the creation and maintenance of their e-portfolio and responding to their actions accordingly. Students can now import a set of templates into their e-portfolios in one click and take a quiz that creates a portfolio page for their answers, and tutors can leave annotations on their work.

We report what has been happening a year on from the beginning of the pilots and what the plans for the coming academic year are.

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Bringing video into the mainstream: Recommendations for enhancing peer feedback and reflection

Submitting Author

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Theme

Mainstreaming

Tags

effectiveness, ethics, handheldDevices, peerFeedback, staffDevelopment

This paper presents a range of benefits and challenges of video as a tool for supporting learning. These benefits and challenges are evidenced through key arguments from the literature in combination with the experiences of tutors and course participants on the Professional Development (PD) Framework at the University of the Arts London (UAL). Specific conclusions are made regarding the suitability of video for the enhancement of peer feedback and reflection.

The conference session will allow access to valuable insights that have implications for how learning technologists and technology champions can support the effective use of such technologies into practice. The staff whose experiences have contributed to this study are practicing art and design teachers enrolled on the UAL's PD Framework, and the extent of their own teaching experience ranges from two to thirty years plus. Their insights are therefore deepened by the dual perspective that comes from their experience as teachers and their relatively new identities as postgraduate students.

The design of the University's PD Framework is informed by established pedagogic principles (such as constructive alignment and reflective practice), and emerging priorities such as open practice and the development of digital literacies. The use of video has been introduced to participants with the goal of not only supporting peer feedback and personal reflection, but also to provide participants with positive experiences of using these tools as a learner. In doing so the intention of the programme team is that participants are encouraged and empowered to use these methods where appropriate in their own teaching practice.

Within the Framework, video has been used as a means of recording peer feedback sessions, and as a means of presentation for reflective assignments.

The paper evidences a number of potential benefits of the use of video as a tool for enhancing feedback and reflection, from access to additional and alternative perspectives, the assistance of focus and recall and greater flexibility of learning.

Of course, it is useful to be able to demonstrate the affordances of a particular technology but it is perhaps even more important, particularly when working with other advocates of technology, to explore the challenges and barriers to its use, and find strategies for addressing them. The conference session will focus on the sharing of practical recommendations for dealing with privacy issues, minimising participant anxiety, developing technical competence and accessing the necessary hardware. These recommendations should be applicable to a range of roles, from those who teach students to those who work with teaching staff to support teaching and learning and the development of practice.

Facing reality in a Further Education context — Using Facebook to create learning communities without the cost of a hosted solution

Submitting Authors

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Theme

Problem solving

Tags

confrontingReality, enthusingLearners, Facebook, FurtherEducation, learnercentric, Learnerexpereince, problemSolving, SocialNetworking, sustainableApproaches

This paper will address the challenge of creating learning communities that are student focused and enhance learning interaction in a resource constrained environment at a Further Education (FE) college. It contributes to the evidence of the quiet revolution that social networking is having in the creation of sustainable online learning environments in contexts without the resources to provide bespoke solutions.

There exists research which argues that students are hostile to the notion of institutional intrusion into their online social interactions (Jones, Blackey et al (2010)) while other research argues that social networking tools can create a rich and active learning environment in which students are fully engaged (Woodward, Jones & Blackey (2011)). This paper attempts to bridge that dichotomy based on the experience of Creative Industry students at a FE College.

The paper uses a social ethnographic approach to explore the dimensions of relationships in a project being used to enhance learning interaction at a FE College. It uses a reflexive approach to explore the practice and outcomes of the learning opportunities in relation to the perceived ideology of social interaction mediated by social networks.

Of the students studying the courses in Music Technology and Popular Music Technology 100% already had Facebook profiles. The project used the closed groups feature in Facebook to link learners and staff. The closed group option was selected to provide a location that was course-based and did not break the boundaries between working and social-life that 'friending' learners of Facebook can cause.

The research identifies that the group shared materials and information freely, and by so doing created an identity for the group which exceeded anything that had occurred in their existing communications network. The students' perception has been that the group has improved the range and flexibility of communication and provided an effective hub for communicating and learning between the staff and learners. The staff perception is that the students communicate within the group in a more engaging way than they had outside of Facebook in the past. They have been able to used the environment to post questions (and comments), share ideas, photos, websites and videos for inspiration; sharing in a way they have not achieved in face to face environments.

The research indicates that the learners and lecturers involved have seen a real benefit of their interaction to their learning and teaching. It shows that models of learning interaction are accessible, and economically attractive, in smaller scale provision in FE.

A confrontation with reading online

Submitting Author

Sarra Powell

Theme

Sustainability

Tags

digitalLiteracy, l&T, learningTechnologyDesign, onlineReading, research, resourceDesign, selfEfficacy

This paper will benefit Higher Education learning and teaching practitioners, researchers and policy makers who are involved in resource and curriculum development, design and delivery. It reports on an ongoing small-scale study into the practices of 'expert' student readers in both print-based and digital contexts and investigates the decision-making processes that influence navigation, particularly when and why readers switch from digital to print based modes: it is envisaged that outcomes will provide valuable insights through which sustainable approaches to effective online reading can be developed, both in terms of effectively supporting students to develop appropriate online reading skills as well as improved models for resource design.

As students spend increased time reading online and more reading material continues to be made available electronically, it is essential that understanding of this central area of digital literacy is further developed. Whilst research suggests that a distinctive 'screen-based reading behavior' is emerging (Liu, 2005) and that readers negotiate print and screen based information very differently (Cull, 2011) little is known about the decision making processes that influence navigation of internet information (Lea & Jones, 2010). Furthermore, little is known about the decisions that determine at which point users opt to switch reading modes from digital to print-based media.

Utilizing a qualitative research-action approach, the study is targeted at high performing postgraduate students (identified through assessment performance) in a research intensive university: it aims to identify levels of self-efficacy in both reading and information literacy, as well as key factors that influence navigational decision making and switching of reading modes. It adopts a triangulated methodology consisting of questionnaires (n=100; adapted from a 28 item information literacy self-efficacy scale, ILSES; Kurbanoglu et al, 2006), one to one interviews (n=5), tracking of webprints (using 'hooey' tracking software) and participant written logs (n=5) of decision making processes.

It is anticipated this study will enhance knowledge of what high-performing students actually do when they navigate the web and read online, allowing for improved resource development, as well as more effective support of all students in developing effective navigational skills and online reading practices.

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Labyrinth extensions for OOER — a toolkit for managing workflow in organising open educational resources

Submitting Authors

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Theme
Problem solving

Tags

effectiveSolutions, entrepreurialism, learnerExperience, learningPlatforms, mainstreaming, openEducati, openEducationalResources, openness, pioneeringUses, problemSolving, repositories, sharingResources, shiftingResources, socialConstructivism, technology

The UK Higher Education Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine (MEDEV) steered five projects with HEFCE funding administered by JISC and HEA, from 2009 -12. Organising Open Educational Resources (OOER) was a multi-institutional discipline focussed initiative to develop a framework towards sharing open educational resources (OER) in professional programmes.

One key deliverable in risk managing each resource was the development of a set of toolkits which offered a step by step process assisting individuals in uploading a local educational resource to a nationally shared repository. In a subsequent project, Pathways to Open Resource Sharing through Convergence in Healthcare Education (PORSCHE), these were amalgamated into a single instrument: the 'risk-kit', which has gone on to inform further related work in subsequent rounds of funding.

The workflow for resource upload comprised multiple, branching decision points with mutual start and end points common to each toolkit. This presentation explores how Labyrinth — a case sequencing tool developed by the University of Edinburgh's Learning Technology Section, and frequently associated with game-informed virtual patient cases — was customised with a suite of extensions to develop and enhance its potential as a workflow management tool. This demonstration will:

- showcase the various extensions, including bookmarking, comment capture, pathway visualisation and XML transfer to third party sites (5 minutes)

- demonstrate how this workflow was incorporated into the wider 'risk-kit' (5 minutes)

- outline the technological approaches taken (5 minutes)

- report on international use of the integrated risk-kit, and associated initiatives, important to evidencing ethical mindfulness in assessing risk in learning and teaching resources (5 minutes)

- discuss the importance of capturing and evidencing risks associated with individual resources (5 minutes)

- explore how this work might be taken further. (5 minutes)

Attendees will leave with a firmer understanding of how decision workflow software can help in assessing and recording risk when engaging in open practices and release of OER, and when 'open' may not be the best approach.

All the World's a Stage…and One Online Tutor Plays Many Parts

Submitting Author

Tim Neumann

Theme

Openness and sharing

Tags

activityTheory, confrontingReality, effectivePractice, filmProduction, inspiration, interdisciplinaryResearch, knowledgeTransfer, multimedia, onlineTutoring, problemSolving, sharingKnowledge, teacherIdentity, theatre, webConferencing

Shakespeare had a point when he likened life to a stage production. Indeed, his 400-year-old idea is particularly relevant to today's tutors who teach online: Technology is becoming increasingly sophisticated and media formats used to develop learning materials and run online communication are getting richer and more varied. Live web conferencing systems embody this variety and richness with their suite of tools that cover text, image, animation, sound, and video.

By managing and co-ordinating these tools in a web conference with the aim to create a coherent learning experience, tutors effectively become producers of a staged media event, fulfilling most or all roles and activities that occur during the production of such an event. In a web conferencing context, it should therefore be possible to describe tutor activities with film, stage and multimedia production terminology — a more detailed and contemporary extension of Shakespeare's stage metaphor. Would such a description be helpful to tutors, and potentially learners, using web conferencing systems?

This presentation reports on a two-stage study that aims to work towards a tangible ontology of tutor action and performance when teaching with real-time learning technologies.

Initially, a questionnaire tested the common knowledge of film and stage production roles and their perceived occurrence in an educational setting to assess whether Shakespeare's idea can be transferred to a contemporary learning technology context. The results were encouraging: Participants reported that media roles such as 'author', 'designer', 'director' and 'producer' were more visible in the tutors' actions than typical education roles such as 'teacher' or 'instructional designer'. Also, the use of stage production descriptors communicated pragmatic representations of a web conferencing session.

Based on these findings, the second stage currently explores the transferability of film, stage and multimedia production activities to the online teaching context in more detail. The exploration uses Engeström's (1987) Activity System model to compare typical media production activities, derived from a desk-based study of professional resources, with observed tutor activities in live web conferences. This will ultimately lead to very pragmatic insights into the action and performance of tutors, based on functional descriptions of what they actually do.

The Pecha Kucha presentation focuses primarily on the value of the idea to view online tutors as film, stage and multimedia producers. It aims to showcase the inspirational potential of reconceptualising tutor activities from a production angle, which can help online tutors understand and master the complexities of live web conferencing creatively, and enable them to shape effective learning experiences.

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A Sectoral Approach to Wide Scale Learning Contextualisation — The IT Sector as a Learning System

Submitting Authors

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Theme

Mainstreaming

Tags

effectiveSolutions, mainstreaming, sustainableModels

Society and all of its institutions are in a continuous process of transformation. To thrive, all sectors and individuals must become adept at learning, ideally through becoming 'learning systems', that is to say, capable of bringing about their own continuing and sustainable transformation (Schon 1973, 28).

In this context attending to the learning of groups and individuals within a 'sectoral learning system' is vital. Companies need to invest in the flow of know-how that will sustain their business (Leadbeater 2000). Organisations need to be efficient at knowledge generation, appropriation and exploitation, linked to sectoral needs. The ability to continually select, acquire and exploit technology is vital to ongoing business sustainability (Cetindamar, Phaal and Probert 2009, 237-246), and the link to organisational learning (Author 2008) highlights the need for dynamic and responsive learning capability for the system.

Educators across all levels need to prepare future new entrants to the sector with appropriate underpinning knowledge and understanding in order for them to be effective participants in a wide variety of roles, each with their differing learning needs.

A learning enabler solution must be accessible and scalable, supporting a variety of learner organisational contexts from SMEs to corporations, public and private. This requires effective underpinning standards and pathways to ensure learning needs and opportunities are identified and put into action seamlessly across the sector.

A sector as a learning system includes several contexts:

- Future talent, (e.g. schools, colleges & universities)

- Existing workforce (e.g. higher apprenticeships, skills pathways, CPD, professional recognition)

- Wider workforce (e.g. unemployed)

A common language is necessary to define and position learning using sectoral standards across all these audiences, and enables:

- an on-demand wide ranging and affordable accessible learning platform;

- intelligent profiling — linking needs to learning through positioning learning to sectoral standards (profile);

- continuous research into sectoral needs;

- pathways and sectoral solutions built through employer engagement.

The implementation of sectoral learning programmes, learning pathways and continual development can be supported through the alignment of responsive, wide scale learning and support tools.

The authors have developed an effective multi-factorial approach to enabling widespread uptake of learning in the sector, based on industry-accepted common standards and easy, low cost access to high quality, self-managed learning.

Why is this important to the field and likely to be of interest to conference participants?

This study confronts the reality of a widely scattered workforce in an exceptionally high-skill, fast moving sector and offers a model that facilitates a 'learning sector'. While the IT sector presents particular challenges, the model will be of interest to anyone engaged with creating pipelines into sectors and maintaining sustainable lifelong learning within them.

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Virtual schooling in Europe: Removing the policy traps. VISCED: A Transnational Appraisal of Virtual School and College Provision

Submitting Author

Barry Phillips

Theme

Sustainability

Tags

caseStudy, efficiency, Europe, evaluation, FE, initiativeResults, international, largeScaleLT, policy, privateProviders, research, scalability, schools, sustainability, sustainableApproaches, sustainableModels, virtualColleges, virtualSchools, yield

Virtual learning is well established and reasonably widely distributed throughout Higher Education today. There is now a significant body of research concerning virtual learning in HE, dating from before the millennium. However, with the exception of North America and Australia, virtual learning is almost invisible pre Higher Education. Similarly, until the VISCED Project, there was no — notwithstanding North America and Australia — systematic inventory, or indeed, body of research concerning virtual learning pre Higher Education.

With widespread education reforms across Europe proclaiming that decentralisation and heterogeneity will drive improvement through innovation (Gove 2011) it would appear that the climate is fertile for virtual schooling. There are clear analogies between, for example, Charter schools in the USA which have already diversified into virtual learning and the Swedish (Björklund et al 2004) or English Free Schools and Academies.

This paper argues that policy makers within individual European nations and at Commission level are yet to grasp the profound nature of the changes afoot. Consequently there exist policy fault lines which could a) seriously restrict the expansion of virtual schooling and b) allow inherent weaknesses to become embedded — which could be damaging for learners, Governments and public perceptions of virtual schooling — and could result in the misuse of significant public and private sector investment.

A brief comparison of VISCED findings for Europe with those for North America and Australia will provide the context for these arguments. This will include observations on the spectrum of virtual schooling models and definitions, and policy issues and responses.

VISCED — a partnership from eight European countries — is a global study of the current state of 'virtual schooling' for the 14-21 age group (VISCED 2012). This entails a systematic review at international and national levels including case studies of virtual schools and colleges. The outputs of this work are being analysed and compared to identify relevant parameters and success factors for classifying and comparing these initiatives. This analysis will be used to provide detailed policy guidance to individual European countries and the European Commission.

Applying the experiences and lessons learned (although not always acted upon) from North America and Australia to the European education landscape illustrates a number of areas where without policy refinements the same tensions evident elsewhere will be repeated — seriously inhibiting the success of the schools and colleges — and the student experience and possibly heralding critical failures.

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OER in the context of the curriculum: conjuring dynamic richly contextualized OER, with easy aggregation and augmentation, without ever moving from the curriculum…

Submitting Authors

Suzanne Hardy, Simon Cotterill, James Outterside, John Peterson, Lindsay Wood, Patrick Lockley, Sarah Currier, Justin Ball

Theme

Openness and sharing

Tags

effectiveSolutions, entrepreurialism, learnerExperience, learningPlatforms, mainstreaming, openEducati, openEducationalResources, openness, pioneeringUses, problemSolving, repositories, sharingResources, shiftingResources, socialConstructivism, technology

In the past 3 years, in the UK, there has been rapid growth in the number of Open Educational Resources (OER) available to teachers and learners, encouraged to embrace open practices and release of teaching resources with open licenses under the HEA JISC funded UKOER programme. A key barrier to uptake is that OER tend to be categorised by broad subject areas (medicine, english, computer science etc.), and available from external repositories rather than being easily 'discoverable' in relation to specific topics or contextualised and presented from within the curriculum right at the time both students and teachers need them. Moreover, because OER repositories and 'referatories' are widely distributed, 'paradata' (e.g. activity stream data, tags, ratings, reviews and comments) can be diluted from the original rich context they were written in. Harvesting and sharing metadata and paradata would make it easier to discover, identify and sequence OERs for specific learning and teaching requirements.

Here we present experimental work from two projects; RIDLR and SupOERGlue, funded as part of the JISC OER Rapid Innovations call under phase 3 of UKOER. These projects built on previous work from all three phases of UKOER, together with unique systems developed under the JISC Curriculum Design and Delivery programme. Drawing on the work of other experts, RIDLR investigated harvesting OERs from the Learning Registry UK node (JLeRN Experiment), presenting them in the context of curriculum and personal learning maps, utilizing and sharing back 'paradata'. SupOERGlue investigated how OERGlue, a novel easy to use content aggregation tool, could be integrated with Dynamic Learning Maps to enable teachers and learners to generate custom content from within personalised views of the curriculum, by aggregating and sequencing their own OER related to specific topics, with automatic rich contextualization, presented dynamically in situated learning events.

We will:

- demonstrate how these systems work together (10 minutes)
- describe the technical infrastructure and integration with JLeRN and OERGlue (5 minutes)
- discuss why pushing content at specific points of curriculum delivery is important (5 minutes)
- invite comment on our approach (10 minutes)

Participants will leave with a clear view of how 'invisible' repositories can augment learning and teaching resources at the point of need, and how paradata may help inform OER choices.

No tricks, no sleight of hand, no problem!

Engagement by stealth: Can a PG Cert get teachers excited about tech?

Submitting Author

Lindsay Jordan

Theme

Problem solving

Tags

addressingInstitutionalProblems, confrontingReality, enthusingLearners, mainstreaming, problemSolving

The question of how to engage academics with learning technologies remains current and pressing. Engaging and supporting academics in the appropriate use of technology is the core business of e-learning teams across UK HEIs, and is one of the few areas in which institutional investment is increasing. Learning technologies have become more user-friendly but their affordances have become more far-reaching; current technologies facilitate new and disruptive models of teaching and learning that pose a significant challenge to established academics. This short presentation will summarise the approach taken by one UK HEI to use their compulsory Initial Teacher Training programme as a conduit for immersion into the world of learning technologies, with the intention of encouraging and empowering participants to consider using similar tools and techniques in their own teaching practice.

The compulsory nature of this particular programme has historically provided a valuable opportunity for its participants to capitalise on the range of prior experience that their peers bring with them. In previous years this experience fuelled many hours of face-to-face discussion, but in the last twelve months, with course 'contact hours' significantly reduced, these discussions have been hosted online through participants' blogs. A series of blog-based learning activities, rendered mandatory through self and peer assessment and a low-stakes (10%) weighting, have formed the cornerstone of a technology-rich learning landscape. Participants write and discuss through their individual blogs, create group pages for their learning groups, sign up to present project proposals through Googledocs, produce short videos to accompany their project reports, use Cloud applications to upload and access resources, and assess their own and each other's performance through Google Forms.

In addition to the large quantity of data accessible through the participants' blogs and assignments, in-depth participant feedback on these experiences has been collected through two surveys, a focus group and a series of individual interviews. Through analysing these data, a complex and uncertain picture begins to emerge of what it means to be digitally literate, and what role educational developers can play in accelerating this development across whole institutions.

The presentation concludes not only by summarising the extent to which the programme has succeeded in getting teachers excited about technology, but also briefly evaluating the success of these innovations in supporting the 'official' learning outcomes of the programme, and outlining how the analysis of the past twelve months' work will be taken forward into clear and specific revisions to the curriculum, the tools and techniques that are incorporated within it, and changes to the learning activities and assessment methods. Limitations in terms of scalability and application to other domains of learning will be discussed.

Preparing the foundations for video-based practice-placement support: establishing the role from a students' perspective

Submitting Author

Teri Taylor

Theme

Problem solving

Tags

addressingInstitutionalProblems, efficiency, problemSolving, savingMoney

Currently, many placement-based, health programme students within the United Kingdom are supported through face-to-face visits from University staff. These visits are conducted by academic staff to placement locations at considerable cost to programmes with large cohorts.

Whilst cited in literature as being of value, the face-to-face nature of this contact is not supported. Previous research has investigated the feasibility of using video-based communications to support students in wide ranging locations. The potential benefits of providing cost effective and environmentally responsible support to students has led to further consideration of the fitness for purpose of this strategy in the context of health programmes. However, many higher education programmes involve practice-based learning, often in distant locations. As such, this strategy offers the potential for frequent, easy access support for international, distant or remote placement locations for a wide range of subject areas. It is felt that the findings of this study will be of interest to anyone involved in curriculum planning for practice-based learning.

Current institutional and Government drivers encourage the introduction of technologies into the curriculum. However, following earlier research, it was felt to be necessary to investigate the fitness for purpose of video-based communications in the support of individual practice-based students. In order to predict the fitness for purpose of this medium in this role, the current role and purpose of clinical visits in supporting the student needed to be established. In the context of increasing importance of the student voice in curriculum planning, this project aimed to investigate student perceptions of the ideal content and purpose of clinical support visits, and alternatives to the current face-to-face approach.

The study involved Physiotherapy undergraduate students from years 2 and 3 of the programme. 56 students responded to initial questionnaires with a further 9 participating in a follow up focus group. Study results indicated perceived value in the clinical visit for the purpose of motivation, directing and focusing learning and providing opportunities to resolve arising issues. However, questionnaire responses indicated concerns over changes to the face-to-face format, particularly for failing placements. Focus group participants discussed reasons behind this, highlighting the importance of personal and professional confidence in directing requirements for support. Participants went on to propose a "menu" of support options including face-to-face, telephone, email and video-based communications, to be agreed between all involved on the basis of individual need and placement progress.

Video based communications are discussed as having limitations for some placement support content. However, the technology may offer benefits to students requiring multiple visits or engaging with currently unsupported international placements. Further investigation into the difference between face-to-face and video-based communications is advocated in the context of ensuring quality of the student experience.

Technology made us re-think learning' — experiences with adult learners

Submitting Authors

Alastair Clark, Terry Loane, Peter Samson, Jane Carter-Dunn, David Burgess, Alan Clarke

Theme

Problem solving

Tags

adult, Campus, community, hedge, learning, learning, learning, Offender, RARPA, schools, trusts, Virtual

The central theme of this hybrid session will be 'Using Technology made me think differently about Learning'.

It will feature contributions from practitioners who are using technology with adult learners outside of formal educational institutions, in the community and with offenders in prison.

At the end of the session, participants will be able to reflect on how technology has played a part in helping them to re think their approach to learning by drawing on the experiences outlined by the presenters.

Each presentation will follow the Pecha Kucha format of 20 slides each showing for 20 seconds. There will be 3 minutes after each presentation for brief comments from the floor, and after all the presentations there will be longer discussion.

The discussion will take place in the policy context framed by the document 'New Challenges New Chances'. In particular the session will take account of:

- non accredited learning moving to Community Learning Trusts
- the national roll out of the Virtual Campus secure network in prisons.

Introduction and context — (5 mins) Alastair Clark will introduce the session and chair the discussion

Live language learner links — (10 mins) Part-time adult community teachers in Middlesbrough have used synchronous and asynchronous methods to create reciprocal links between language learners in European countries. Pete Samson will explain how, once the technology was in place, teachers started to develop new ways of using the interaction to enhance the learning. Pete is a language teacher in Teesside and he received the NIACE E-Guide award in 2011.

Electronic Hedge Schools- presentation and questions — (10 mins) Terry Loane will offer a short history of the independent Hedge School movement in nineteenth century Ireland which was set up in opposition to officially imposed Anglican schooling. He will suggest that the power of technology can be harnessed to establish a new breed of 21st century Hedge Schools where learners can take control of both the content and the method of learning. Terry is an independent trainer and consultant working in the UK and abroad.

Digital recording of achievement in the Forest of Dean — (10 mins) Adult educators in Gloucestershire wanted to find paper-free ways of recording the progress and achievement of their adult learners and they decided to use action research to explore different approaches and use the results to issue guidance to their own staff and others. Jane Carter-Dunn led the work in the Forest of Dean and has recently moved to work in Tower Hamlets where she is Assistant Programme Manager Idea Store Learning. Jane received NIACE E-Guide award in 2010

Connecting offenders to e-learning (10 mins) We know that good quality learning opportunities really can change lives — and that these life changes can be particularly profound for offenders — offering access to employment and greater understanding of self and the wider world. However, making e-learning work in custody is no simple task as Dave Burgess will show as he explains the challenges he has faced at HMP Kennet. He will also set challenges for all content developers to consider ways of planning to make sure their material can be used in prison. Dave has championed the introduction of the Virtual Campus secure network at HMP Kennett.

Re-thinking practice (10 mins) Small group discussion on themes raised by speakers focussing on the power of technology to provoke a re-thinking of practice.

Summary (5 mins) Alan Clarke will provide a short summary of discussion.

Confronting Reality… with Big Data & Learning Analytics

Submitting Author

Simon Buckingham Shum Rebecca Ferguson Naomi Jeffery Sheila MacNeill Kevin Mayles Richard Nurse

Theme

Problem solving

Tags

addressingInstitutionalProblems, confrontingReality, effectiveness, effectiveSolutions, enthusingLearners, helpingAdministrators, largeScaleLT, mainstreaming, pioneering, problemSolving, savingMoney, sustainability, sustainableModels, Uses

We are experiencing an explosion in the quantity of data available online from archives and live streams. Learning Analytics is concerned with how educational research, and learning platform design, can make more effective use of such data (Long & Siemens, 2011). Improving outcomes through the analysis of data is of interest to researchers, administrators, systems architects, social media developers, educators and learners. Analytics are being held up by some as a way to confront, and tackle, the tough new realities of less money, less attention, and higher accountability for quality of learning.

Researchers and vendors are building reporting capabilities into tools that provide unprecedented levels of data on learners. This symposium will show what is possible, and what's coming soon. What objections could possibly be raised to such progress?

However, information infrastructure embodies and shapes worldviews: classification schemes are not only systematic ways to capture and preserve, but also to forget, by virtue of what remains invisible (Bowker & Star, 1999). Learning analytics and recommendation engines are designed with a particular conception of 'success', driving the patterns deemed to be evidence of progress, the interventions that are deemed appropriate, the data captured and the rules that fire in software.

This symposium will air some of the critical arguments around the limits of decontextualised data and automated analytics, which often appear reductionist in nature, failing to illuminate higher order learning. There are complex ethical issues around data fusion, and it is not clear to what extent learners are empowered, in contrast to being merely the objects of tracking technology. Educators may also find themselves at the receiving end of a new battery of institutional 'performance indicators' that do not reflect what they consider to be authentic learning and teaching.

This Symposium will provide the opportunity to hear a series of brief presentations introducing contrasting perspectives, before the debate is opened to all. Speakers from a cross-section of The Open University will describe how we are connecting datasets, analysing student data and prototyping next generation analytics. Complementing this, JISC will present a national capability perspective, with an update on the JISC CETIS 'landscape analysis' of the field, which will clarify potential benefits, issues to consider, and help institutions to assess their current capability and possible next steps.

Participants will catch up with developments in this fast moving field, through exposure to the possibilities of analytics, as well as issues to be alert to.

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SCORE Microsites: Open Resources for Research Students and Digital Scholars

Submitting Authors

Robin Goodfellow, Beatriz de los Arcos, Terese Bird, Jackie Carter, Richard Windle

Theme

Openness and sharing

Tags

digitalScholarship, OER, openness, repositories, researchSkills, sharingResources

Supported by the HEFCE-funded Support Centre for Open Resources in Education (SCORE) initiative, the Open University has been working together with the Universities of Nottingham, Manchester and Leicester to create two web portals to open educational resources (OER) which address the self-study needs of individuals planning on, or thinking of, coming to the UK to undertake a post-graduate research degree, and undergraduate students within the UK seeking to enhance their capacity to engage in digital scholarship.

In this presentation we will explain our approach as we assembled links to approximately 200 hours of self-study material that is openly available online under a creative commons, or similar, licence. We will examine the discoverability of OER and OER channels/repositories and discuss how we have dealt with issues concerning open access, metadata, aggregating resources in a consistent and meaningful way, and the difficulty of finding OER that are geared toward students and not teachers. Finally we will briefly present the two websites we have designed -www.readytoresearch.ac.uk and www.digitalscholar.ac.uk.

This presentation will illustrate the current state of OER provision in higher education, and communicate ideas and stimulate discussion about the efficacy of this framework for sharing knowledge and resources. It is likely to be of importance to conference participants with an interest in open practices and lifelong learning.

Dante, Milton and Greek Papyri brought to life using Augmented Reality

Submitting Author

Jo Lambert Jackie Carter Frank Manista Matt Ramirez Laura Shaw

Theme

Problem solving

Tags

AR, AugmentedReality, evaluation, learning, m-learning, mobileDevices, mobileLearning, pioneeringUses, specialCollections, teaching

The SCARLET project (Special Collections using Augmented Reality to enhance Learning and Teaching) addresses one of the main obstacles to the use of special collections in teaching and learning — the fact that students are required to consult archives, manuscripts and rare books within the controlled conditions of reading-rooms, isolated from much of the secondary, supporting materials and a growing mass of related digital assets. This is an unfamiliar experience for students who are accustomed to an information-rich wireless world, and it is therefore perceived to be a barrier to their use of special collections. SCARLET responds to these challenges by pioneering Augmented Reality (AR) using mobile devices to enhance students' use of special collections (SC) in libraries. While viewing an original manuscript in the library, students can simultaneously experience the magic of original primary materials, whilst enhancing the learning experience by 'surrounding' the object with digitised content; images, texts, online learning resources, and information on related objects.

SCARLET is responding to the challenge set in the NMC's New Horizons report (2011), bringing together academic professionals from across The University of Manchester, combining specialist knowledge of pedagogy, and teaching with special collections and technical and e-learning expertise. This uniquely positions the project compared to other educational experiments with AR. By taking advantage of the team's diverse academic expertise, learning and teaching is embedded at the heart of the project, ensuring that the focus remains on the student experience and not the technology. Student evaluation was critical to the success of the project, with their learning experience feeding into an iterative development of the application created.

SCARLET demonstrates a collaborative approach to enhancing the student experience at a research-intensive university, against a backdrop of increased student fees and rising student expectations. It also demonstrates use of innovative technology in research-led humanities courses, taught by award winning academics, based around valuable primary materials. The outcomes of this work could be highly influential in demonstrating how other institutions could use AR to enhance the learning experience across the curriculum.

The session will describe innovative work to evaluate AR's effectiveness in helping students use new technology with rare, primary research resources. It will outline development of SCARLET, evaluation activities to understand how AR can support student learning and contribute to problem-based learning, a review of lessons learned and implications for the wider community.

The session will be relevant to educators, teachers and researchers with an interest in use of educational technologies in education and research. It will also be of interest to staff supporting these types of activities.

Climbing the stairway to OER nirvana

Submitting Authors

Chris Pegler, Alannah Fitzgerald,
Suzanne Hardy, Sharon Waller,
Frank Manista, Joanna Wild

Theme

Sustainability

Tags

OER, OER, open, practice, SCORE,
stairway, sustainability, UKOER

Are you finding OER a smooth escalator? Once you start you travel inevitably and effortlessly towards openness in all things? No? Is it an obstacle course, full of challenges and surprises? Is it a set of stairs or ladder, where you can elect to pause and take stock, with a changing viewpoint at each step as you progress towards OER nirvana? If OER is not simply to be ghettoised a promising but irrelevant initiative which failed to catch fire what more does your institution need to do? So many questions need a workshop of interested participants to provide answers. Using the seven-stage OER stairway model you will asked to consider how you can raise your OER game, and that of those around you.

This framework was generated through extended groupwork involving experienced OER practitioners at the 2011 SCORE Symposium, where the task was set to determine how a state of 'OER nirvana' could be achieved. The authors drew on experience of engaging with OER as teachers, managers, staff developers and systems developers, through Subject Centre, JISC/HEA funded UK OER and institutional OER initiatives, community engagement building for JorumOpen and staff development through HEA initiatives. The draft model informed subsequent discussions with SCORE and OLNET OER fellows and has overlap with Joanna Wild's OER ladder (a SCORE fellowship development). The similarities suggested its potential as a focus for workshop activity to establish and explore institutional and individual engagement with OER. A particular strength of the ladder and stairway models is recognition that practitioners are not equally OER-ready and that individuals and institutions may intentionally become 'out of step'. The workshop will draw on contexts and examples identified by ALT-C participants who will locate themselves and other stakeholders within their institutions on the OER stairway continuum. The workshop format provides opportunities to critique the model and suggest new metaphors or alternative institutional-, role- or discipline-specific steps.

The OER stairway encourages engagement with strong foundations through seven clear stages. Step 1: Come as you OER — providing a stable base for progress in line with the injunction to 'turn over stones' in the Leeds Manifesto. Step 2 — goER — is where OER starts to become productive as practitioners engage with networks and make connections to the work of others. Step 3 — pOERus (porous) expects users to start moving confidently outside their usual institutional, formal community, project or discipline boundaries and share and use more openly. Step 4 — mirrOER is where best practice becomes reflected in sharing/using OER as preferred personal practice and perceptions of professional identity start to shift. Step 5 — Open Practice is where there is serious opening up of what we each do on a consistent and habitual basis. A higher stage of OER maturity which leads to Step 6 — PhwOER! Near the top of the staircase for individual practitioners OER is at this level transforming what they do and how they do it. Individual practice is now optimally open. Step 7 — OER nirvana — Is when this activity gathers momentum for more than a few and OER goes viral (virile). This staged transition is mirrored by an institutional stairway which progresses from critical appraisal of institutional policy to embracing and rewarding public scholarship.

Moving through these OER stages is a process which will be informed by context and this workshop invites you to critique our view of the process by applying this to your context. Using persona cards and creating your own you will populate the process, suggesting who would be comfortable at which stages and what would

persuade them to climb the staircase, or in some cases retreat. Bring your own experiences to explore and critique our metaphors.

This session will include 10 minutes introduction, 30 minutes individual and group activity and 20 minutes discussion and review to expand on and apply the stairways model.

The outcomes will be shared through the ORIOLE (Open Resources Influence on Learners and Educators project) as a staff development activity (itself an open-licensed resource) which others can use and remix. This will be publicised and shared through the OER-Discuss and other groups such as the new ALT-C Open Education SIG and through events such as OpenEd 2012 (Vancouver) and OER13 (Manchester).

An experience of adapting to the changing reality of study-day based education: An opportunity for real change

Submitting Author

James Little

Theme

Problem solving

Tags

appropiatePedagogy, effectiveSolutions, learningTechnologist, moodle, savingMoney, student, studyDays, teacher, workloadPressure

An experience of adapting to the changing reality of study-day based education: an opportunity for real change.

This paper acknowledges and defines the reality of some pressures and drivers affecting short study day education and demonstrates how these can be used to propose, promote and implement different pedagogic forms of delivery and content that ultimately enhances the educative experience for both teacher and student.

Many study days are run for the NHS and other partners regionally by our department — however a limit has been reached on scale, workload and locations of delivery. All were delivered face-to-face, PowerPoints and a combination of clinical skills and theoretical knowledge. Work pressures on NHS employees attending often meant a struggle to attend full days, gain approval for release from day jobs. It was required that a 'return on investment' was demonstrated for both the money spent by NHS Trusts and more importantly on positively impacting on practice and understanding of staff.

Appropriate ideas and solutions to these pressures were needed to ensure wider delivery and responsiveness whilst retaining and delivering high-quality educational experiences. It was in some cases also used as an opportunity to reappraise pedagogical approaches of the study days.

Each study day was evaluated against a in-house framework that drew upon Kolb's learning cycle (Kolb, 1984) and took a constructivist learner centred-approach (JISC, 2004). Pertinent points being:

- What different types of activities currently take place (didactic teaching, competence-based, peer educational, practical/clinical skills/theoretical understanding)

- What experience do attendees have of modes of delivery (e-learning/self-directed/group/face-to-face)

- Are particular aspects dependent upon specific equipment or physical techniques.

After each study day had been evaluated the following ideas were considered as alternatives to current practice, whilst considering pedagogical implications:

- Aspects that involved didactic/theoretical teaching could be delivered as a group-discussion online or as self-directed before attendance at face-to-face session

- Could any sections be better served by self-directed study

- Where issues of physical distance were a barrier to delivery or attendance a wholly distance-learning approach would be considered

- Change would not be made for the sake of change. If some aspects were working well or were essential to be delivered in a certain way then these would remain.

- Monitoring of progress and 'check-points' before, during and 3-6 months after study day attendance via various means should be considered in order to try and quantify the effectiveness of a study day.

Each study day has been re-structured and content appraised to offer a more informed approach that is more flexible in delivery for both students and tutors.

A custom Moodle setup has been used to deliver distance-learning and self-directed sections.

Results

The process of evaluating study days is ongoing.

- A reduction of didactic teaching has improved engagement within the face-to-face sections of study days.

- Enabled students to understand better their own knowledge-gaps and educational needs before attending

- Enabled students to fit study day preparation around their other work and life commitments.

- A trend of reducing face-to-face teaching — allowing increased cohorts and/or more sessions to run.

Conclusions

- The reality of doing "more with less" brought about by budget cuts and reduced staff can be used as an opportunity to improve existing study days

- The pedagogical focus shifted from didactic 'delivery of information' to a balance between active and self-directed learning.

- External pressures can be used as an opportunity to rejuvenate currently in-place educational methods/pedagogy whilst meeting the needs of the working environment.

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Evaluating a VLE: A multi-faceted approach

Submitting Author

Chris Rowell

Theme

Problem solving

Tags

addressingInstitutionalProblems, effectiveness, problemSolving, savingMoney

This is a short paper looking at the pros and cons of different ways to evaluate a VLE (Blackboard). Blackboard was initially analyzed using the 'official' statistical reports within Blackboard and the 'Bb Stats' building block. The quantitative data generated by these systems was complemented by a qualitative study of staff opinions about Bb. Recently we have implemented Google Analytics as an additional method of gathering data regarding institutional Blackboard usage.

First I will give a brief overview of the data provided by 'Bb Stats' and the inbuilt analytical tools provided by Blackboard. Secondly I will provide of overview of the qualitative methodology used to evaluate staff's perceptions of Blackboard. Thirdly, I will describe the process of installing Google Analytics and how we interpreted the statistical information it provided.

Google Analytics, Bb Stats and the inbuilt tools provided us with a variety of quantitative information. The quantitative reports enabled us to see how many students visited the VLE and how they interacted with its content. It also showed us the kind of browsers they were using and geographically where the users were coming from. The qualitative data based on staff interviews gave us much more information on how the VLE was being used. I will show how Google Analytics data compares and contrasts with the inbuilt analytical tools and 'Bb stats'. Finally, I will also look at some of the questions about Google Analytics limitations as an evaluation tool, such as, can a piece of software designed for commercial motives be useful for learning technologists?

Overall using a combination of quantitative and qualitative data enabled us to have a much better understanding of how the VLE is being used, which in turn informed decisions about the formatting and appearance of the learning resources in the VLE. The results determined the type of training we provided to our staff and students and informed discussions with senior managers to show how the VLE is contributing to the successful outcome of the institutions strategic objectives

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Interaction in Lectures with Mobile Devices

Submitting Authors

Will Moindrot, Paul Middleditch

Theme

Problem solving

Tags

classroomtech, confrontingReality, devices, enthusingLearners, facetoface, lectures, mainstreaming, mobiledevices, pedagogy, pioneering, problemSolving, student, systems, Uses, voting

It has become clear that introducing TurningPoint 'in lecture' interaction software during various revision sessions is very popular with students. We have now used this software since 2009 for large cohorts (350–650), but only occasionally. The reason for this is that the distribution of handsets is problematic (for one session in 2009 with 500 students we needed to use 4 Teaching Assistants, AV Engineers and a great deal of assistance from the Humanities eLearning Team at the University).

The idea to use mobile devices to solve this problem came from the 'text' polling used by TV and radio stations. There was a possibility that this could be solved by utilizing the SMS, Bluetooth or Internet technology that most handheld mobiles already possess. The question was, did this software exist, and if so how could it be adapted/adopted to fulfil this new academic purpose? One answer came after suggestions for possible solutions from Will Moindrot, an eLearning Technologist at Manchester. On top of the text software, Will suggested using Google Moderator and Turning Point, both applications using the Web rather than SMS. After careful consideration we decided to set up a pilot using the TurningPoint web based application on an economics module (ECON10042 — Macroeconomic Principles at Manchester) for a cohort of 533 students. Immediately after the Turning Point session we set up a survey on the course web site which runs inside Blackboard 9 to gather data with a view to disseminating the findings of our project.

It was interesting to view the student's perception of this type of learning tool before and after the session. Interestingly only 9 students out of 145 viewed the idea negatively in the survey run before the pilot and of the 42 students who responded to the post session survey, 41 said that they had enjoyed the session. The students also left some very favourable responses in the open comments section. We have disseminated this pilot at the Faculty Teaching and Learning Showcase at Manchester and, as a result, acquired fresh funding for a further 350 licenses for the Turning Point 'over web' application for a project to run the following academic year.

It is worth stressing here that the success of Turning Point as a means of improving student satisfaction is becoming well known. This pilot was really about testing the feasibility of an alternative that addressed the physical need for student handsets. The feedback from the students was highly positive, which was expected, only it has now become apparent that we can deliver this satisfaction enhancer for large cohorts for every week of the semester; something that the physical handsets inhibited.

Evaluating E-Learning Efficacy for blended learning courses: What's going on?

Submitting Author

Wayne Britcliffe

Theme

Sustainability

Tags

baseline, evaluation, problemSolving, reporting, review, sustainability, sustainability, sustainableModels, VLE

This paper reports on the development and implementation of an evaluation methodology that has been designed to establish the impact and effectiveness of learning technologies used in support of departmental teaching and learning activity.

Drawing on mixed-mode data collection methods, the evaluation processes aimed to provide a holistic view of online learning activity, with the results helping inform departmental reviews of e-learning provision.

We will report on the application of this emergent evaluation approach to end-to-end departmental e-Learning reviews (including evaluation of departmental 'baseline' VLE usage), using an adapted form of Smyth's 3E Framework (Smyth et al., 2011), to help classify results and capture the different models of activity.

Informed by e-benchmarking methodologies, a three-stage evaluation process was employed that took place over a six- month period. This was focussed around a department's full study programme, reviewing all VLE based modules running for the academic year:

Consultation

A significant amount of time was dedicated to the scoping of evaluation aims, working with departmental stakeholders to identify a series of useful review and performance indicators.

Data Capture

A number of approaches were used to try and capture data appropriate to the review, both qualitative and quantitative. These included:

- Statistical querying of the VLE database;
- Survey of staff users;
- Survey of student users;
- Focus groups with students;
- Systematic audit of all current academic year on-line sites.

Once the data has been analysed, a report will be generated which will offer an overview of current departmental online provision with end-user insights into the effectiveness of this provision. The report will include a series of recommendations with the goal of streamlining and embedding e-learning practice across a department, so that technology usage is aligned with the learning and teaching strategy, taking into account key drivers such as NSS feedback. as well as any support needs which have been identified by staff and students.

While the above process is currently taking place at the time of writing this proposal, it is anticipated that by the ALT-C conference e-learning reviews will have been completed for two departments.

This presentation thus aims to: (i) present a transferable model for the conduct of an e-learning review, with reflective analysis on our own experiences in managing this process for 2 departments; (ii) outline the findings and key recommendations arising from the review process, with commentary on how the review process may influence departmental plans moving forward.

We also hope to establish exactly where and how the 3E Framework can inform our evaluation processes, acting as a communication channel to help staff interpret the review outcomes and implications for their own practice in the use of learning technology to support the student learning experience.

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A new learning narrative for Open Educational resources. The Open University experience of the iTunesU app

Submitting Authors

Mark Wade, Elizabeth Ellis

Theme

Openness and sharing

Tags

baseline, evaluation, problemSolving, reporting, review, sustainability, sustainability, sustainableModels, VLE

The launch of Apple's iTunesU app in January 2012 provided a new tool for organising learning narratives structured around Open Educational Resources (OERs). The OU is already well established as a major contributor of high quality OERs freely available via a number of channels including the traditional iTunes U, OpeLearn and eBooks.

The iTunes U app provides a tool which allows diverse resources to be constructed into linear and potentially branched learning pathways. The tool provides a standardised approach to structuring learning experiences, but provides appreciable freedom for the tutor or instructor to shape the linking narrative and interactive engagements with the student user.

Since the launch of the app the OU has created over 50 learning pathways that deploy a wide range of educational resources, from eBooks, text and audio visual assets from OpenLearn and iTunesU, purpose built quizzes and subject specific apps.

The experience of identifying and moulding a broad range of assets that vary widely in their duration and characteristics has simultaneously demonstrated some of the limitations and strengths of the Apple tool, and the paper will report on a number of exemplars highlighting both.

The OU's early engagement with the iTunes U app at a time when few other institutions had started to work with it lead to the development of a set of rules by an heuristic process. Pulling existing resources (which may be characterised as 'found' resources) together to combine them into in-depth, well-structured learning materials required new processes and a new way of thinking about OERs.

The presentation reports the OU experience of creating narrative links and a pathway through diverse resources and highlights the challenges in:

- providing a well thought out narrative ideal for self-paced (mobile) study
- identifying themes from a large and varied collection of OER material and forging choate, credible narratives from it
- adding user value by creating new resources such as videos and quizzes

The mCommunity Project

Submitting Authors

Alannah Simmons, Geoff Elliott, Caroline Griffiths

Theme

Problem solving

Tags

addressingInstitutionalProblems, businessEfficiencies, engagingLearners, handheldDevices, mobilelearning, onlineCommunities, problemSolving, web2.0

mCommunity provides an effective means to engage learners who are over 19 and not in employment, education or training (NEET) and small businesses by using mTutors and mobile technology. mCommunity engages and mentors NEETs via mobile technology and the Zimbie based platform. Lessons can be learned from the mCommunity team who has been trialling the use of mobile technology to engage hard to reach learners and small businesses out in the field.

By developing a bespoke mobile learning app incorporating the eILP, Moodle and Zimbie instant messaging, mCommunity attempts to enhance the mobile technology delivery medium.

mCommunity utilises real time push technology to maintain contact with learners and to direct learning targets and content. Learners are able to communicate with their mTutor in real time without personal interaction. Each learner is loaned an Android device on which they can access the 'mCommunity' pedagogical framework. Learners can monitor their progress on the mCommunity app and the locus of control is situated with the learner who can inform the tutor when they have completed one of their targets. Lawrence (2000, pp. 35-36) states that 'where students are made aware of their progress their interest is maintained much longer'.

mCommunity provides a positive environment for small businesses to undertake business development. Small businesses have the opportunity to develop their staff and improve business performance through flexible one-to-one support tailored to the business by the mTutor.

Emulating a 'community of practice' (Lave & Wenger 1991) model, learners who have the requisite experience can be promoted to volunteer status. With their increased knowledge the learner would move closer to the centre of the mCommunity. There is also potential for a SME employee to mentor a NEET participant. The volunteering model functions bilaterally by empowering both new and existing learners on the project.

Qualitative information from learners suggests that the use of the mCommunity app increases soft skills such as confidence and motivation; wider benefits include the improvement of employability skills. A previous learner states "my confidence has improved ten- fold since my first meeting". The support of a one-to-one mentor has significant benefits for the NEET cohort.

Tending towards an ethnographical view of human interactions, the mCommunity indicates that one-to-one interactions, either face to face or via push technology, plays an important role in the engagement and sustained contact of NEETs. Mobile technology enables education to be brought to the hardest to reach groups such as the young unemployed. The convenience of being able to communicate with the mTutor remotely is complementary to the transient nature of NEET learners. The convenience of mobile technology has benefits for small business development and helps to improve business efficiencies.

'Don't affect the share price': Social media policy in higher education as reputation management

Submitting Author

Anthony McNeill

Theme

Openness and sharing

Tags

academicAutonomy, media, openness, policy, sharing, social

The last five years have seen a growing number of universities use social media services such as Twitter, Facebook and YouTube to engage with past, present and prospective students. More recently still, a number of universities have published policy or guidance documents on the use of social media for a range of university-related purposes including learning, teaching and assessment. This study considers the social media policies of 14 universities in the United Kingdom that are currently in the public domain. It addresses some of the ways in which HEIs are responding to both the positive potential of social media as well as its perceived threats. Drawing inspiration, if not actual method, from Critical Discourse Analysis (CDA), this paper argues that marketisation has been the main policy driver with many social media policies being developed to promote university 'brands' as well as protect institutional reputation. The creation and implementation of social media policies are therefore playing a role in helping universities manage both the risks and the benefits of social media in the context of an increasingly marketised HE environment in which protecting institutional reputation has become a priority. However, in the defence of the metaphorical institutional 'share price', some policies constrain both academic autonomy and the possibilities for innovation and risk-taking.

Moving into the mainstream: Researching the institutional introduction of EVS, from the realm of the enthusiasts to supporting the later adopters

Submitting Authors

Amanda Jefferies, Marija Cubric

Theme

Mainstreaming

Tags

evs, JISC, largeScaleLT, mainstreaming, support, training

This paper reports on the early findings from a part JISC-funded project into Evaluating Electronic Voting Systems (EVS). While the use of EVS has been widely researched and reported by those who were previously using EVS or similar systems from 2003 onwards e.g. Draper, Davis, Nichol, Oliver inter alia, the adoption of the technologies was typically focused in single academic schools or departments. At the University of Hertfordshire the enthusiasm for using EVS was first taken up by a local group of researcher-practitioners reporting on the use of EVS in Radiography, Engineering and other academic Schools. The early work both in Hertfordshire and elsewhere was generally both concentrated in and led by those who might be described as technology enthusiasts as defined in (Moore, 1991). Since 2009, there has been a growing body of more recent research into EVS use in the university classroom of which this is a part (see inter alia Lorimer and Hilliard, 2009).

The University of Hertfordshire has invested extensively over the last couple of years in large-scale deployment of EVS technology to enhance assessment and feedback. This builds on earlier research carried out by members of its Blended Learning Unit (BLU). Since September 2010 more than 7,000 EVS handsets have been purchased for use in campus-based programmes across the university. Researching the move to the mainstream adoption of the EVS technology has included a reflection on how to provide extra staff support and training, as well as on students' expectations and views on the use of EVS in class. Additionally, investment in the infrastructure has been undertaken to enable the seamless use of EVS technologies in all teaching rooms, whether lecture theatres, seminar rooms, or workshop areas.

This session reports on the views of staff and students recently surveyed and interviewed on their use of EVS. It considers whether the barriers and hindrances which were anticipated by some reluctant late adopters of the technology have now been overcome. The authors see this as a local 'confrontation with reality'. The reporting on this research includes reflection on the nature of the 'scaffolding' introduced to encourage those less familiar with technology in the classroom, and the management of the perceived overload for those developing additional test questions, as well as reflecting on the students' perceptions of the deployment of large-scale technologies.

The authors believe that this session will be of interest to colleagues (practitioners and policy makers) who are considering the challenges of moving from local autonomy in the choice and deployment of technologies to the adoption of an institutional-wide specific technology. They welcome the opportunity which the session will offer for discussion and comparison with other conference participants about their own experiences of researching academic and student responses to large-scale technology introduction. They anticipate the outcome of this discussion will also be of benefit to session participants.

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Designing for virtual worlds

Submitting Authors

Paul Rudman, Suzanne Lavelle, Annette Cashmore

Theme

Mainstreaming

Tags

design, Life, Second, virtual, worlds

This demonstration is intended for course designers and tutors with or without virtual world experience, to give insight into effective ways of incorporating virtual worlds into existing and new courses.

Many universities have experimented with 3D virtual worlds, such as Second Life®, as a teaching and learning medium over the last few years. As yet, however, there is no established methodology for course development using this technology.

We will demonstrate the three virtual learning spaces created as part of the University of Leicester's SWIFT project (Second World Immersive Future Teaching) and describe the thinking behind their design. Using these examples, we will introduce our guide for the application of virtual worlds in higher education courses. In particular, we break down virtual world use into five main categories as follows:

1. Modelling of a real environment. Students can experience complex environments and specific machinery, and distant, impractical, inaccessible or imaginary locations. Alternatively, the virtual environment may be used as preparation for a physical field trip, or to facilitate post-trip discussion and study. Learning at a conceptual level here may allow concentration on detail with the real task.

2. Automated guidance and support within an environment, where the student's exploration is mediated by the system. Guidance may be automated in a way not possible in the real world, with text, images, video and 3D animations presented in context. Students' understanding may be inferred from their actions, and the environment changed to support their learning.

3. Interaction between students, the tutor and others may be enhanced by their presence in a relevant — virtual — environment. Role play in particular may become easier within a realistic context, rather than the classroom.

4. Interaction through an avatar may give learners a sense of anonymity and freedom from normal classroom constraints. The relative informality of the virtual environment allows students the freedom to explore and engage with the environment on their own terms. Anonymity can remove blocks to self-expression and facilitate discussion of personal information, feelings etc.

5. Logical constructs may be represented in physical form, allowing students to manipulate previously studied information in an alternative manner. For example, a sequence of decisions may be experienced as a (virtual) physical journey, a taxonomy may be shown as a staircase, or a conceptual map may be experienced as a 3-dimensional object.

Overall, participants will gain an understanding of how and whether virtual worlds can be used effectively to enhance their own teaching, and are encouraged to refer to this guide later when designing courses.

The realities of teaching and learning with web conferencing: challenges and issues

Submitting Authors

Sarah Cornelius, Tim Neumann

Theme

Openness and sharing

Tags

confrontingReality, effectivePractice, onlineLearning, onlineTutoring, problemSolving, sharingKnowledge, teachingPractice, webConferencing

The use of web conferencing is rapidly becoming mainstream as Universities and Colleges adopt campus-wide licences and develop new opportunities for synchronous online interaction with learners in a variety of settings, from augmenting face-to-face tuition to full distance learning. Whilst providing flexibility and convenience, web conferences are also demanding and complex activities: to promote successful learning, teachers running web conferences need to employ new strategies and adapt existing approaches and resources developed for other contexts. Some of the real issues and challenges that may need to be confronted include designing effective learning activities; working with diverse media; co-ordinating an extensive set of tools; building supportive relationships with learners; supporting group work; and encouraging learner autonomy. Research by the authors, which provides the context for this workshop, has revealed issues for web conferencing facilitators including a lack of pedagogic models (de Freitas and Neumann, 2009) and difficulties understanding learners' experiences (Cornelius, 2011; Cornelius and Gordon, 2012).

Participants in this active and participatory workshop will be encouraged to share some of the real or anticipated challenges and issues they have faced in their own practice when running or participating in web conferences. Small groups will 'confront' these challenges and draw on their experiences and knowledge of web conferencing to propose possible solutions. The workshop will focus on teaching and learning with web conferencing and will be of interest to those designing and facilitating learning as well as staff developers and learning technologists supporting web conferencing implementation.

By the end of the workshop, participants will have been alerted to a number of web conferencing challenges derived from actual practice. They will have explored how issues can be addressed based on input from peers, leading to a collective resource published on the web.

The workshop will include:

- Introductions and scene setting presentation: Why does teaching with web conferencing present challenges — what does research tell us? (15 minutes)

- Identification and small group discussion of participants' individual challenges and aspirations for web conferencing (10 minutes)

- 'Crowdsourcing' of solutions through carousel group discussions of challenges and the exchange and review of ideas between groups (20 minutes)

- Plenary discussion of some of the challenges raised by participants, linking evidence from practice to recent research conducted by the presenters (15 minutes)

The workshop presenters will draw on their extensive experience of teaching with web conferencing, experiences of supporting lecturers new to the technology, and their own research in this area. This research has addressed learners' and teachers' experiences with the technology as well as pedagogical and implementation issues. Information about relevant research and other resources available to support teaching with web conferencing will also be provided to participants and through Crowdvine. Summary information about the real challenges identified by participants, and their suggestions for overcoming these, will also be collated and

shared with other conference participants.

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Personal Development Planning online — concept and actuality

Submitting Authors

Mira Vogel, Eoin McDonnell,
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Theme

Mainstreaming

Tags

evaluation, instructions, PDP,
planning, resistance

Strategies for encouraging students to reflect upon and evaluate their own learning experiences and plan for their own development have become institutionalised in higher education as Personal Development Planning (PDP). For first year students of biology at Queen Mary, University of London, PDP has, since 2010, been carefully designed into the core Essential Skills in Biology (ESB) course. Students use PDPWeb, a dedicated online environment, to record activities including reflective writing, coordinating group work and setting themselves goals. These episodes and pieces of work are drawn together in a task for which students write their own employment reference using their PDPWeb records as evidence.

Students have been less active on PDPWeb than intended. An evaluation exercise took place in 2011-12. Semi-structured discussion group interviews with academics uncovered a range of interconnected contributing factors. Operational aspects such as restricted features and settings in PDPWeb, technical glitches, and difficulties with integration posed initial barriers. Despite reassurances that PDPWeb would reduce the workload of faculty staff, the precise integration of PDPWeb exercises into the course required instructions, and unfamiliarity with these led to frustrating and time-consuming disorientation. An ongoing faculty restructuring exercise created an unconducive climate of apprehension that the role of teaching might be deprecated in favour of research. Against this background some academics were doubtful about PDP in general as a valid faculty undertaking, perceiving it as symptomatic of a government preoccupation with badging employability.

Refinements were made on the basis of these discussions with academics, and an evaluation of the redesigned ESB course was subsequently conducted with students. Students appreciated the importance of their personal development and favoured the concept of PDP. Students with an engaged academic advisor and no technical problems found PDPWeb a well-designed and relevant learning experience, while others perceived a gap between concept and actuality. All were alive to detachment on the part of some academic advisors and this proved infectious with PDPWeb unless individual student enthusiasts managed to enthuse their peers in turn. Students used Facebook energetically to supplement PDPWeb but found that its informal register prevented it from being a suitable place to represent themselves to their advisors — something they hoped would help the advisors to get the measure of them as individuals, recognise their strengths, and intervene with suggestions for improvement.

This presentation sets out the interconnectedness of technical and social factors in the adoption of a PDP environment, considers the relative merits of institutional and third party web services for personal development planning, and outlines the attributes of a holistic approach.

Using the Researcher Development Framework (RDF) to Improve Accessiblity and Useability of OER's for Researcher Development

Submitting Author

Ian Fairweather

Theme

Openness and sharing

Tags

Development, Framework, Methods, OER, Research, Researcher

This paper addresses the problem that, although a wide range of OER materials are available to support researcher development, academics and students often have problems locating and accessing good quality resources appropriate for their particular needs. One way to identify and organize appropriate resources, is by drawing upon the researcher development framework. Vitae's Researcher Development Framework (RDF) specifies a range of transferable skills and attributes that doctoral students should develop alongside their research project, envisaging a career development pathway beginning with doctoral students, moving through early career researchers, to lecturers, senior research fellows and Professors. (See www.vitae.ac.uk/researchers/429351/Introducing-the-Researcher-Development-Framework.html)

The paper will present experiences drawn from a SCORE fellowship project which concerns OER materials produced by methods@manchester, a centre based in the Faculty of Humanities, University of Manchester. The centre draws on existing expertise in teaching social science methodologies to doctoral students to build a community of practice. Methods@manchester resources are available from an open website. Videos and pod casts are also available on youtube and itunes. The methods@manchester approach is based on the premise that both methods and skills training are delivered more successfully if they are needs-driven and flexible, so that they can be accessed by researchers when they are required and perceived to be useful. This requires the development of intelligent ways to get information to the researcher at the right time. A key challenge is how to meet the diversity of learners' needs with limited resources without diminishing the quality of learning (Lie and Kano 2001).

There is a clear need for academic practitioners to be able to access good quality, peer-reviewed resources for teaching both transferable skills and research methods. Open Educational Resources (OER's) could help to provide students with resources targeted at their level and fill in any potential gaps within the curriculum. Work conducted already has revealed, however, that the provision of open research methods resources is rather inconsistent, with little attention being paid to issues of discovery and evaluation. It is also clear that there is some ambivalence about open-access material, particularly around flagging the quality of resources, especially for PGR's/new researchers. The methods@manchester 'brand' acts, as a guarantor of quality, but barriers still exist to the use of these resources as researchers need to be able to find and select those appropriate to their needs. This paper argues that OER's can contribute to the flexibility and accessibility of research training resources and so encourage postgraduate engagement with them. Furthermore, OER's can be mapped on to the researcher development framework in order to help researchers identify their own development needs and access appropriate resources to address them.

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Embedding innovation in Further Education: Learning from the experiences of the JISC SWaNI Learning and Teaching Innovation Grant Programme – improving retention with SMS

Submitting Authors

Clare Killen, Rob Englebright, Matt Smith

Theme

Problem solving

Tags

benefitsRealisation, communityEduction, communityLearning, effectiveSolutions, FE, innovativePractice, learnerOwnedDevices, mainstreaming, minimisingRisk, mobileMessaging, mobilePhones, overcomingBarriers, problemSolving, retention, sharingKnowledge, SMS

Why this is important: Use of SMS in education has mainly been for administrative and communication purposes and while easy to use on a 1:1 basis, effective whole-organisational use requires systematic design, planning and implementation. JISC have used Learning and Teaching Innovation Grants (LTIG) to support mainstreaming and sharing of effective practice and this workshop will explore the issues involved in deploying technology to design meaningful activities that support engagement, learning and teaching and provide pastoral support.

The workshop will introduce a new JISC mini-guide presenting the outputs of the Scottish, Welsh and Northern Ireland (SWaNI) projects aimed at promoting the uptake and embedding of outputs from wider JISC projects by further education institutions. By exploring how the SWaNI FE LTIG projects used innovative practice and/or technologies to improve the quality of the learner experience the workshop will consider the institutional implications of embedding these technologies for learning and teaching, including learners and staff support requirements, legal and ethical aspects.

There are many situations where technology provides efficient/effective solutions to pressing problems experienced by the FE sector. However, in a cash-constrained environment the risk involved in exploring innovative solutions may be unacceptable. JISC LTIG projects mitigate risk by providing small amounts of funding to support short projects focused on specific issues. Project outputs make it clear to the wider community how they can replicate successes and avoid failures.

Coleg Gwent will discuss their experience in running the Motivate project designed to improve retention in their community education provision using SMS, showing how this mature technology has been used to provide pastoral interventions and improve learner engagement. Participants will be invited to design a learning intervention appropriate to their own context.

Overview of session:

Pre-session posters and postcards placed on tables at conference asking participants to tweet/text issues in embedding technology. Challenges collected and shared on screen as participants enter along with mobile quiz questions.

1. Mobile quiz questions on screen as delegates enter

2. Workshop aims (2 min)

3. Defining innovation (3 min)

4. Case study background and overview leading into activity based on the work of Coleg Gwent, allowing participants to explore benefits realisation aspects and how lessons learned from the LTIG projects can be applied to own context. (20 min)

5. Group suggestions of potential approaches to embedding technology in response to tweet/text issues (15 min)

6. Review quiz submissions (5 min)

7. Overview of mini-guide and links to other sources/projects (10 min)

8. Questions (5 min)

9. Close

Delegates will each receive a copy of the JISC FE mini-guide to take away.

From dissemination to diffusion to impact: Getting the most out of Intervention

Submitting Authors

Bob Powell, Peter Munday

Theme

Mainstreaming

Tags

ALT, BIS, effectiveness, FundingBodies, JISC, LSIS, mainstreaming, national, sharingKnowledge, sharingPractice, systemWideImprovements, technology, transfer

We are good at sharing our successes but not good at implementing ideas that were 'not invented here'. This is as true in Higher Education as it is across all of the subsectors of post-16 education. How can intervention by Government, agencies, membership bodies and others change this, both within each sector and across the piece?

Intervention in the activities of learning providers straddles a continuum from instruction/ diktat at one end to exhortation at the other. In practice intervention is usually a mixed package of direction, funding and support, closely tailored to the purpose it seeks to achieve, the perceived barriers and enablers and the educational context.

An underpinning rationale for government intervention is to bring about improvement for all, i.e. to achieve sector-wide change rather than to establish a number of randomly scattered sealed rooms. Across education, from pre-school all the way through to FE and HE there is no shortage of capable enthusiasts, early adopters and pioneers to lead the way. They are happy to share their successes with others using the whole range of media: conferences, events, hard copy publications, webinars, websites and more recently, social media including Twitter. There is also a willingness to listen evidenced by attendance at events and training programmes, levels of traffic on websites and the activity on social media sites. What is less evident is the adoption of practice that was 'not invented here'. The transfer, incorporation and embedding of good practice from elsewhere remains unfinished business.

LSIS has recently codified the methods that it uses in order to improve the effectiveness of our interventions and support.

This session will consist of

A short presentation (20 minutes including questions) looking at:

- the purpose of intervention

- models of intervention: the Rogers curve revisited

- the LSIS methodology

- some exemplary interventions

- issues to resolve/dissemination to diffusion

A workshop:

This is intended to allow delegates to

- share their experiences

- consider how interventions might be made more effective in their own sector

- identify areas for further research

The workshop session will consist of:

1. Mixed-sector small group discussion to share views and experience of

- effective cross-institutional developments

- transfer of technology and practice

- enablers and barriers (20 mins)

2. Plenary report back by Groups (10 mins)

3. Plenary discussion of next steps and opportunities for further research(10 mins)

Developing a Co-Learning Open Community using a 360° Social Feedback Model

Submitting Authors

Sue Bamford, Sue Beckingham

Theme

Openness and sharing

Tags

blendedLearning, collaborative, distanceLearning, feedback, onlineCommunities, openness, peerSupport, sharingKnowledge, Web2.0

This short paper, presented by a tutor and student, will be of interest to anyone involved in a blended approach to teaching and learning. It describes how the introduction of scaffolded 360° feedback, achieved through a wide variety of feedback mechanisms within the online learning environment, supported, engaged and motivated students on a part-time Masters degree to autonomously extend their own learning.

Students on the Technology Enhanced Learning Innovation and Change (TELIC) course mainly work at a distance. Learning interactions, which are both synchronous and asynchronous, include text and virtual face-to-face modes of communication. Collaboration and openness is a strong ethos of the course. Co-learners are actively encouraged and empowered to collectively develop social presence (Wheeler 2005), collegiality and opportunities to enable 360° social feed back within their own community of practice. This is achieved through individual and group formative tasks that are openly shared with tutors and peers (live sessions being recorded in Adobe Connect). This iterative layered approach is developed through feedback which is:

- Individual self reflective — blogs
- Peer to peer co-learner reflective — comments on blogs, virtual f2f
- Group to group — comments on wikis
- Tutor to group — comments on wikis and forums, virtual f2f
- Student to tutor — blogs, forums, survey, virtual f2f
- Tutor to student — comments on blogs, formative and summative written
- Tutor to cohort generic feedback and feed forward — virtual F2F

The process of 'learning to collaborate' (Rheingold 2011) and undertake intra-group communication to plan, deliver and feedback on assessment tasks is encouraged to be both collaborative and social. As a result students have reported that they feel more connected and motivated. Empowered to use Adobe Connect outside of class, they have embraced the collaborative and social opportunities assigned within the module and gone on to actively contribute to the development of their own social forums and learning spaces by appropriating Skype, Google+ hangouts and other social media tools of their own choosing.

Students felt that the social aspect of the 360° feedback extended their learning, developed autonomy and provided a shared record of how this learning had been constructed. They have since articulated how this can feed forward into the next module. Tutors recognised that this scaffolded approach has resulted in better quality final assessments.

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Changing the conversation: a toolkit for embedding coaching within your curriculum

Submitting Author

Dawn Wood

Theme

Sustainability

Tags

coaching, communication, personalTechnology, studentEngagement, studentOwnership, studentVoice, sustainability

The JISC-funded PC3 project has been exploring how to embed coaching practice within the curriculum over the last three and a half years. This has resulted in a wealth of experience, a range of open educational resources and several case studies highlighting the benefits of using a coaching approach. These case studies include: individual students expressing the way coaching practice has changed the way they think and view their learning process; coaching embedded within PDP (personal development planning) across multiple years using various technologies to support peer coaching; the use of audio and video conferencing to enable distance coaching. These case studies and a range of resources have been gathered together in an online toolkit designed to enable individuals, staff or students, module teams and institutions to consider how to embed the benefits of coaching within their lives and environments.

The first part of this workshop aims to introduce participants to the coaching toolkit by giving them first-hand experience of a number of coaching techniques to change the conversation within the classroom. Through a series of coaching activities they will be able to build better rapport, ask insightful questions and gain self-awareness of their teaching practice. All these techniques have been used within workshops at Leeds Metropolitan University across student year groups and with teaching staff. These activities and the resources to support them are available within the coaching toolkit for individuals to use with a minimum of coaching experience.

A number of technologies have been used within the case studies to enable and promote coaching. These include: Facebook to support peer coaching; student-produced podcasts to promote their experiences to other students; and Skype to support distance coaching. The second part of this workshop will focus on reflection and discussion. Participants will be asked consider these technologies and the coaching they have experienced within the workshop. Asking the question: what can they take from this experience into their own teaching environments?

This session is likely to be of interest to practitioners looking for activities for increasing student ownership, engagement and self-awareness in a sustainable way. The intended outcomes for this workshop are for participants to be introduced to the coaching toolkit and give feedback on its potential; to experience and practice some coaching techniques; to discuss the various ways that technology has supported and can support the use of coaching practice within education.

An integrated learning experience? Lessons from versioning existing educational content into interactive eBook formats

Submitting Author

Stewart Nixon

Theme

Openness and sharing

Tags

coaching, communication, personalTechnology, studentEngagement, studentOwnership, studentVoice, sustainability

With the advent of the post personal computing (post-PC) era, students' technology choices and expectations are changing.

Mobile devices, tablets and e-readers are becoming ever-more sophisticated. Student ownership levels are increasing, and students are demanding compelling learning experiences that take advantage of the latest capabilities of new technology, and which offer greater choice and flexibility in when and how they study.

Work at the Open University has explored the challenges and opportunities afforded by the post-PC era. These have developed a new automated production system and scalable workflow for creating cross-platform ebooks to different (EPUB) standards. These include:

- non-interactive text based ebooks (EPUB 2 and kindle format)

- enhanced ebooks with embedded audio and video content (EPUB 2+)

- and fully interactive ebook with embedded audio and video and interactive HTML 5 activities (EPUB 3 and ibooks format)

The complexity and sophistication of the ebooks is dependent on the intended teaching and learning experience. To deliver fully interactive ebooks, a new library of interactive HTML 5 learning activities has been created. This library arose from a detailed analysis of existing learning materials to identify patterns and common pedagogic and technical approaches to interactivity. This analysis forms the foundation of a reusable library of HTML5 activity templates.

The workflows developed to deliver these products at scale new workflows have created challenging opportunities to re-use existing content in innovative ways potentially both for the future delivery of core teaching, and commercial standalone products.

The Pecha Kucha presentation will focus on HTML5 interactivity in interactive eBooks and discuss:

- the Open University's adoption of a generic and scalable approach to HTML5 activity creation within an educational context

- the creation and roll out of a library-based approach, allowing templated activities to be used across multiple curriculum areas

- embedding interactivity as part of a narrative flow to move away from the linear and toward truly interactive eBooks

Institutions that offer "OERx" services will be better off than those that don't

Submitting Authors

Jonathan Darby, Megan Quentin-Baxter, Gabi Witthaus

Theme

Openness and sharing

Tags

accreditation, innovativePractice, newEducationalModels, OER, openEducational, openEducationalResources, Practices, qualifications

Symposium: Institutions that offer "OERx" services will be better off than those that don't (where OERx refers to institutions releasing OERs and providing services around them, such as open course delivery and/or assessment and accreditation)

The open education movement has seen rapid development in the last three years. Creative Commons-licensed resources now cover every discipline and almost every UK HEI has contributed something to this global collection.

The availability of so much free to re-use academic content is facilitating new modes of operation. OERs are being used as the basis for value-added services such as open course delivery, assessment, and certification/ "badging", and in some cases, full accreditation. Examples include edX (a collaborative initiative by MIT and Harvard), the OER university (a consortium of 15 HEIs globally), Udacity (a free, private online university set up in the wake of the spectacular success of the Stanford University MOOC on Artificial Intelligence) and Coursera (an independent online provider, hosting courses from prestigious universities such as Princeton, Stanford and Berkeley).

The title of this symposium is drawn from the MITx phenomenon, where the "x" has come to stand for support, assessment and certification/ accreditation services provided to informal, non-fee-paying learners who are learning from OERs.

Ideas to be explored

Will established universities see their existing "market" eroded by cut-price accreditation-only competition, or does open education create an opportunity for them to extend their relevance and impact to embrace a much wider community of learners? Will "OERx" initiatives offer quality learning experiences and the outcomes they promise to learners, on the massive scale anticipated?

Structure of session

The session will start with some scene-setting by the chair and a preliminary audience vote on the motion (10 mins). Following a debate in which one presenter argues for the motion and the other argues against it (10 mins) the speakers will be questioned by the chair and the audience (20 mins). The speakers will then each be invited to make final comments (10 minutes). The session will end with a re-vote by the audience, and closing comments from the chair (10 mins).

During the session, the audience will also be polled on key questions such as "Will accreditation of OER-supported informal learning become a significant activity for HEIs within the next 5 years?"

Participants will gain an overview of the key issues that characterise discussions currently taking place within and between institutions that are actively engaging in, considering engaging in, or deliberately not engaging in, "OERx" type initiatives. The debate touches on important issues for the sustainability of HE institutions at this time of increased economic uncertainty, which ironically intersects with a time of unprecedented technological affordances for the sector.

Using 'Xtranormal for Education' to engage FE students

Submitting Authors

Viv Bell, David Dunbar

Theme

Problem solving

Tags

animation, enthusingLearners, FE, immersiveLearning, OnLineCollaboration, OnLineLearning, problemSolving, technology

This project trialled the use of Xtranormal for Education to support the teaching of GCSE English Literature at Worcester College of Technology. We believe this research is important to the field as use of the software encourages students who may lack confidence when presenting in front of their peers. We also believe that the collaborative nature of Xtranormal for Education encourages peer to peer communication in class and engages students who are more easily distracted.

The application is web based, allowing students to create custom animations in class, using simple text-to-movie technology, thus giving students the opportunity to transform 'old fashioned' PowerPoint presentations into something for the 21st century.

The project team discussed the use of Xtranormal for Education with English teacher Jane Hill and after seeing a demo of the application, Jane was keen to trial the software with a group of students.

The assignment set by Jane was a presentation task. Students had used PowerPoint to complete the assignment task before, but it was envisaged that by using Xtranormal to present the assignment students could be more creative, as Xtranormal allows students to choose actors, create a script and direct a "play".

Students had fun putting their presentations together, finding the task very engaging. There was also a strong feeling of collaboration, with students helping each other even though they had not been specifically instructed to do so. When the assignments were completed they were presented in class to students, tutors, and visiting educationalists who had asked to observe the session. Jane said she would definitely use the software in class again.

At the Alt-C conference, we will deliver a Short Presentation using Xtranormal to summarise the progression of the project, and demonstrate some of the animations created by the students. We will explain how the software was received by the students and give an overview of the results achieved in the assignment.

The results of the project have so far been positive, which is already leading to further uptake of the software, as interest has been shown by other subject areas, including Catering, Functional Maths, Foundation Learning, and Performing Arts.

As ILT staff and managers within the college continue to support the use of Xtranormal for Education, we have no doubt that an increasing awareness of the application's potential will continue to spread.

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Example Xtranormal produced by a member of staff at our college: www.xtranormal.com/watch/11221273/prejudice-1-antilocution

Making do with less: a small web-based lecture capture trial

Submitting Authors

Simon Kear, Denise Sweeney

Theme

Mainstreaming

Tags

AdobeConnect, lectureCapture, mainstreaming, podcasts, studentExperience, sustainability

The presentation will report on a small internally-funded teaching enhancement project conducted at the University of Leicester during 2011–2012. The Pilot in Lecture Capture (PiLC) project is gathering data on how students have used the lecture capture episodes to support their learning and how useful they have found them. The PiLC project came about as a direct result of one of the investigators having attended the ALT Conference on lecture capture in Summer 2011.

The aim of PiLC is to investigate the concept of capturing lectures at Leicester rather than a particular technology such as Echo 360(Lectopia).

The investigators consider lecture capture a simple and sustainable technology that has the potential to enhance the experience of a diverse student population as well as providing flexible access. Research has shown that the ability to play back specific sections of lectures and have control over content can provide a better retention of knowledge and increase course satisfaction (Vajoczki, S., Watt, S., Marquis, N., Liao, R., & Vine, M. (2011). In addition, recordings provide flexibility and more control of their learning for students with learning disabilities and medical conditions as well as for the linguistically diverse where English is not the first language (Owston, Lupshenyuk, & Wideman,2011).

The project used Adobe Connect, which already existed as an underutilised tool of the University's learning technology portfolio. In addition, audio-only podcasts were made at the same time using a standard digital voice recorder.

The technology required to capture lectures effectively is not beyond the reach of most HEIs, as evidenced by the fact that it already existed at Leicester yet hadn't been used for that purpose. PiLC is now part of a wider discussion in the University about instituting campus-wide lecture capture, and its results will feed into proposed future work done on effectively integrating a lecture capture technology into the curriculum (Preston, Phillips, Gosper, McNeill, Woo & Green, 2010).

In total, in Semester 1 2011 the project captured five hours of undergraduate lectures for a cohort of 92 and 12 hours of postgraduate lectures for a cohort of 45. The recordings were made available immediately on the respective Blackboard course sites, both as links to the Adobe recordings and embedded audio for the podcasts.

In Semester 2 2012, the investigators used several research instruments to assess the impact of the recorded lectures on the two cohorts. These were Blackboard analytics, focus groups and a comprehensive questionnaire. In addition, the two lecturers who took part were interviewed. At the time of writing, these instruments have yet to be deployed but the authors will be able to report to the conference with precise data and their findings.

Stimulating Virtual Mobility in Pan-European HEIs using E-ViEW

Submitting Authors

Steve Brant, Peter Forrest, Charlotte Saward, Annemie Boonen, Leo Casey, Sara Kyofuna, Alfredo Soeiro, Margarida Amaral, Malgorzata Gramala, Sally Reynolds, Nikki Cortoos

Theme

Openness and sharing

Tags

enthusingLearners, international, learningObjects, learningPlatforms, onlineCommunities, openSource, reusability, scalability, sharingKnowledge, sharingResources, sustainableTechnologies, virtualMobility, VLEs, workBasedLearning

Of interest to work-based learning tutors and advocates who may be seeking solutions or intrigued by the concepts of pan-European mobility and virtual mobility.

5 European partners, led by the University of East London, including National College of Ireland, University of Porto, University of Å odz and ATiT set out to develop a platform to provide social media-based virtual mobility in learners and their tutors in a pan-European context.

The project aimed to combine the concept of virtual mobility (EADTU, 2012) with a new model of employer engagement and the development of learners' pan-European social capital through interaction in both socially constructive, authentic work-based learning activities (Dean and Brown, 2010) and direct contact with employers and experts across Europe. A European Virtual Environment for Work-based learning (E-ViEW) was developed to be scalable for academic fields and disciplines, reusable by greater numbers and technically sustainable for at least 100 European HEIs. In this report, E-ViEW supported the delivery of shared online activities to Work-based learners studying Business Management at undergraduate level.

We surveyed European partner work-based learners, tutors and management grade staff from local, regional and national businesses to define their perceptions of the required skills and qualities of successful managers, their readiness for technology enhanced learning and the degree of demand for European virtual mobility. Using a curriculum based on the responses received, work-based learners were taught through the E-ViEW virtual campus by each of the European HE partners in early 2012. All learning resources on the system were provided in English and were available to all users (with the exception of some private learner-owned development areas). Scheduled events for and between European partners were facilitated through an open source virtual classroom / conferencing tool, with the intention that learners with their employers acting as mentors, tutors and E-ViEW partner "experts" would be able to share resources as learning objects in the platform as well as simultaneously sharing experiences through dialogue.

User needs analysis defined 10 benchmark management competencies and, based on these, we produced a standardised but adaptable pedagogic framework for partners to follow.

In developing a policy on the creation and deployment of shareable content we agreed that authenticity of activities was the key to engagement.

We found learners were more inclined to contribute to activities outside the pedagogic and didactical framework.

Our major confrontation with reality was in stimulating authentic shared activity whereby students would engage locally and preserve the local dimension, yet learning would successfully transition to the Pan-European context. Virtual mobility in participants outside of the pedagogic framework induced an increased interest and perception of its value.

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EADTU (accessed 29/05/12) About Virtual Mobility. www.eadtu.eu/virtualmobility-about-virtual-mobility.html

An empirically-grounded framework to guide blogging for digital scholarship

Submitting Author

Shailey Minocha

Theme

Openness and sharing

Tags

academicBlogging, digitalScholarship, openness, openScholarship, researchBlogging

In our session, we will present the results of our empirical research, on the uses of blogs in academia and research. Our paper relates to the conference theme of openness and sharing of knowledge. We have developed an empirically-grounded framework which describes how blogging contributes to digital scholarship and to the collaboration and sharing of knowledge. The framework can be used to guide academics and researchers who are interested in taking up blogging as a scholarly practice.

The concept of digital scholarship is increasingly being used to refer to the use of social software, such as blogs, in academia and research. It is also seen as a form of scholarship which embraces openness and peer-to-peer networking. However, there are still reservations about recognising academic blogging, and digital scholarship as a whole, for career promotion and tenure.

Our research project investigated the blogging practices of academics and researchers. It aimed to identify the academics' and researchers' motivations for starting and maintaining a blog to support their scholarly activities. It also looked at the contribution of blogging to their personal and professional development, and the challenges they experienced.

Five datasets were collected from a sample of 26 participants. A questionnaire was first sent to the participants to collect background information about them. An initial unstructured interview was conducted by email. This was followed by a semi-structured interview, conducted synchronously, either online (e.g. Skype) or by telephone. Textual and visual extracts of blog content were also collected. The datasets were analysed using different methodological techniques.

The research findings revealed that there are varied reasons for blogging. For example, some academics and researchers began a blog for its accessibility to self and others. Blogging contributed to the academics' and researchers' personal and professional development in a range of ways. Bloggers can quickly reach a wider audience, compared to other forms of academic publishing. It can help to develop skills such as writing, creativity and self-discipline. Regarding the challenges, academic and research bloggers expressed concerns over the validity and vulnerability of online content, and managing confidential information in the public domain.

The bloggers' experiences in our dataset suggest that blogging, as a scholarly practice, is not just open, but also dynamic and social. Based on scholarship models in the literature and from our research findings, we have derived an empirically-grounded framework to guide blog use in academia and research. The framework describes how characteristics of digital scholarship, such as openness and sharing, are manifested through blogging practices.

Bringing reality to learning through Immersive Learning Environments and Serious Gaming

Submitting Author

Sarah Frame

Theme

Mainstreaming

Tags

assessment, constructivism, criticalThinking, effectiveness, effectiveSolutions, enthusingLearners, experiential, immersiveLearning, problemSolving

This session is relevant and of interest to participants as it addresses one of the key themes — 'How can learning technology better support the core processes of learning, teaching, assessment, recruitment and retention?' It reveals to participants how course content applied in the working world makes learning more relevant — an essential part of keeping students motivated and engaged in the learning process.

UK higher education institutions in partnership with a leading provider of immersive, experiential learning solutions delivered in over 130 countries world-wide. The joint approach adopted is underpinned by the belief that 'learning by doing' or 'learning by being' is an essential part of the educational experience.

We will provide an overview of how the work of well-known learning theorists has informed those solutions. The presentation will examine the instructional design, structure, delivery and impact of Immersive Learning Environments and Serious Game. Demonstrations of these learning environments will highlight how the various elements are woven together to create what is aimed to be a truly compelling experience for the learner.

The opening presentation will outline the underpinning academic theories and consider the critical and unique integration of "Natural Assessments". "Natural Assessments" maintain immersion whilst students complete assessment elements authentically mirroring everyday workplace tasks. [10mins]

The University faculty member will demonstrate how these immersive experiences require students to perform real-world tasks that show meaningful application of essential knowledge and skills. With reference to specific examples, academic colleagues will share their evaluation of the effectiveness of this tool when it comes to equipping students to work within unfamiliar and challenging environments as they enter professional practice. [5MinsDemo]

We will share learner feedback and results from the experiences of module tutors which suggest that this learning tool is perceived as effective and well as having a propensity to enthuse learners. [5Mins]

Finally, there will be a first look at our next evolution in learner-centric, immersive online education. This game-based learning solution aims to support both individual and team experiences, with purposeful immersion into research, creative and critical thinking, collaboration and communication. [10MinsDemo]

We will demonstrate the intricate blend of three key elements:

- Game design aiming to compel learners with "flow-based" leveling of rules, rewards, consequences

- Immersive stories with learner-powered interactive story-making

- Intrinsically woven to learning objectives of story themes, creative and critical thinking "doing" activities, and puzzles Intended outcomes for participants

- To understand the theoretical basis on which development is founded

- To recognise the value of using experiential learning to support students

- To understand how the various elements interact with a potential to deliver an effective learning experience

- To see how these are used across a wide range of subject areas — Education, Health, Law, Business, Engineering, Social Work, and how they can be deployed effectively in both Higher Education and corporate sectors
- To enable participants to access the immersive environment and provide feedback and comments

A 3D Simulation for Skills Training in a Hazardous Environment

Submitting Author

David Hilton

Theme

Problem solving

Tags

addressingInstitutionalProblems, enthusingLearners, problemSolving

Hazards are unavoidable in many occupations and for inexperienced learners these can become a source of potential danger. For example, student nurses on practice placement in a hospital ward environment may encounter incidents which must be managed effectively in order to protect themselves and others. Potential hazards in this scenario include sources of infection, inflammable liquids and gases, and accidental spillages of fluids. Students may practice incident response in a real simulated environment such as a skills laboratory, but the opportunity to do so is limited by resources such as staff availability, equipment and access to facilities. Fortunately computer based simulations enable learners to practise certain skills in a safe and controlled environment, in which errors can be made without serious consequences.

An interactive 3D computer simulation of a hospital ward was developed at the University of Nottingham School of Nursing, Midwifery & Physiotherapy. Student nurses who participated in an evaluation study were required to identify hazards on a hospital ward and then to deal with those hazards through a problem solving approach which included making choices about equipment (Hilton et al., 2009). The hospital ward simulation is now being redeveloped to include patients in the form of functioning avatars that can interact with objects in the environment, allowing incidents to evolve in response to the student's actions.

The scenarios under development are to be evaluated by student nurses. Student nurses have previously worked with the project team as participants, contributing to all stages of development and influencing design. The stages under development will be subjected to usability evaluation methods including heuristic evaluation and questionnaires. Available results will be presented as part of the presentation.

The innovation described in this paper is intended to extend the functionality and scope of the existing 3D ward simulation by showing student nurses the consequences of ineffective response and will provide feedback to enable them to reflect upon their actions. Unlike reality, the simulation will allow learners to explore different procedures for dealing with a hazardous situation without the risk of harm to themselves and other people.

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Sharing success factors for online Independent Learning activities

Submitting Author

Simon Davis

Theme

Openness and sharing

Tags

independentLearning,
mainstreaming,
sharingKnowledge,
staffDevelopment

The University of York's E-Learning Development Team advocate blended approaches that facilitate independent and active student learning. Challenges faced by the team in supporting academic staff to adopt these approaches include the need for 1:1 consultations to be able to identify the most appropriate approach, coupled with the fact that in some cases techniques have been tried and failed due to the lack of sufficient support mechanisms in place. This paper reports on an approach to simplify support and advice for academic staff in two linked areas;

- Development of a framework for the design of learning activities helping to describe the ways in which learning technologies can be used to successfully facilitate independent learning with applied examples;

- The support mechanisms that should be placed around learning activities described in the framework to secure student engagement and deliver effective learning.

Conole et al provided a conceptual "model for learning" (2004) based on existing learning theories. This has been adopted and adapted to provide a practical framework upon which existing successful transferrable examples of blended learning activities from the University of York, and importantly the measures that were taken to ensure their success, can be mapped. This has resulted in the production, and on-going development of, a framework which allows academic staff to identify or categorise appropriate transferrable uses of learning technologies and to ensure that they are delivered with the correct support structures in place.

Preliminary findings suggest that established case studies of successful blended learning from the University of York can be mapped onto the framework, and a bank of "tips" or success factors for academics considering similar approaches has been collated. Staff will be provided with this framework and directed to the area that matches their intended use of learning technology, with guidelines to help ensure its successful delivery.

Evaluation of the effectiveness of the framework for supporting academic staff to identify and deploy learning technologies appropriately is on-going, though our preliminary findings and experience with support provision, suggest that there is great interest in being able to share examples and lessons learned from successful delivery. Clear mapping tools of practical examples and support mechanisms have the potential to make explicit some of the tacit understanding of experienced learning technologists and greatly benefit academic staff to support themselves.

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Learning from students: Using Peer Mark as part of an online research portfolio

Submitting Authors

Catherine Naamani, Catherine Jones

Theme

Mainstreaming

Tags

enthusingLearners

Jenkins and Healey (2007) stress the importance of appraising students in ways that mirrors the research process. Tutors have a responsibility to ensure that students are prepared for a professional world which uses technology in increasingly innovative ways to both capture and analyse information. Engaging students with research methods can be a challenge and this paper evaluates a research methods module that aims to expose students to a variety of technology solutions that can enhance their development and prepare them to be effective researchers. Students are required to produce a research portfolio which demonstrates how they have experimented with different technology such on-line surveys, electronic voting systems, qualitative and quantitative software packages and more recently 'Peer Mark'. This paper focuses on the use of 'Peer Mark' as a tool to develop communication and critical thinking skills.

With an action research approach in mind (Somekh 2006), the students were introduced to 'Peer Mark' to give them experience of on-line peer reviewing. The aim was to use the technology to provide a realistic experience of the reviewing process. Students were randomly allocated two papers and asked to provide formative feedback. The tutor considered the peer reviews and provide formative feedback and a grade for the assessment. It was designed to be a collaborative approach.

The group engaged very well with the technology and took considerable care to feedback to their peers in what they felt to be supportive and appropriate ways. There were some teething problems setting 'Peer Mark' and the technology can be very unforgiving if you do not plan carefully. The technology allowed the students to view their views easily and they were very conscious that reviews would be published and this impacted on how they feedback to their peers. Using 'Peer Mark' gave the tutor an insight into the level of feedback that students would like and the technology allowed the tutor and student to work collaboratively to feedback on work. From a student perspective it gave them a realistic experience of online peer reviewing.

The addition of peer review using 'Peer Mark' has been a valuable addition to a technology enhanced research portfolio.

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Online Peer Learning Assessment Services for Modern Mobile Devices

Submitting Author

John B. Stav

Theme

Entrepreneurialism

Tags

assessment, based, ellaboraton, feedback, immediate, learning, learning, Mobile, or, peer, services, verification

Today, students are unable to immediately verify their learning during tests/exams and even exercises, as feedback is published after several days or even weeks.

The new Peer Learning Assessment Services (PeLe), to be accessed from students' own mobile devices (Smartphones, Pads, Pods, laptop), will be demonstrated. PeLe gives the teacher a new tool, allowing him/her to give verification or elaborative feedback to individual students/groups of students immediately after a test in an easy way. Thus, the teacher may "on the fly" use the feedback loops from PeLe to adjust or (re)structure his/her course.

This is important as the deployment rate of small, powerful and cheap to use mobile devices like e.g. Smartphones is growing very fast. In Norway ca 85-90 % of the students are using such devices, and the number is growing fast in other European countries. Educational institutions may, from a practical point of view, soon use them directly into education.

This includes using elaborative peer learning discussions where the teacher displays the results and invites the class to take part in a 2nd chance voting. Each student decides whether to participate in the 2nd voting process to improve the score, or instead choose to participate in a learning process that doesn't affect his or her final score by use of online Student Response Systems. The teacher may use PeLe to focus his/her resources towards the problematic areas, where many students failed and where the yield for learning is high.

The demonstration is structured as follows:

- Introduction: Assessment — an arena for learning from mistakes (5 min)

- Technical overview: Teacher — and student interfaces (5 min)

- Interactive hands-on demo where the participants may easily answer a multiple choice test by using PeLe on a mobile device with a small screen, and receive immediate feedback (20 min). The demo will show how the teacher monitors the progress of the students, and afterwards use this information to immediately provide targeted, verification or elaborative feedback to the group during the post-assessment phase.

TELT via TELT: Using Technology Enhanced Learning and Teaching to Engage Staff in Technology Enhanced Learning and Teaching

Submitting Author

Vicki McGarvey

Theme

Problem solving

Tags

addressingInstitutionalProblems, effectiveSolutions, onlineGuidance, onlineSupport, problemSolving, savingMoney, technologyEnhanced LearningTeachingSupport, TELTGuidance, TELTSupport

This presentation provides an overview of a support framework to engage academic staff in technology enhanced learning and teaching (TELT). Developed by the e-Learning Development Team at Nottingham Trent University, it uses the e-tools that staff are expected to integrate in their own practice to deliver TELT support and guidance. The rationale for developing the framework was to address the challenges of providing TELT support with depleted resources whilst demonstrating TELT best practice. The presentation will be of interest to those who are problem solving how to provide TELT support with limited resources and those trying to engage academic staff with TELT.

The framework was developed to address the support challenges that resulted from Nottingham Trent University's restructure of e-Learning where one unit's services were split across three, training to Staff Development; VLE administrative support to Information Systems and e-Learning development (ED) to Quality Assurance and Enhancement. Early on, for the ED team, it became apparent that the previous model of bespoke support provision, which was labour intensive, and sometimes had low impact, was unsustainable. Additionally, academic staff comment that they have little time to integrate eLearning into their face-to-face activities (Fox 2008) and sometimes criticise development activities for being overly long and for not relating to their own teaching practice (Schneckenberg 2009). In order to address these issues a support framework was developed, delivered using the VLE, learning repository and webinars, in order to demonstrate TELT using TELT, comprised of:

- Self directed TELT support via the VLE inspired by patient information web sites (Harden et al. 2010),

- Quick guides highlighting best practice via the university's learning repository TELT Webinars

The presentation will provide illustrations from the framework together with details on its marketing and evaluation, providing, results from focus groups and questionnaires. It will critically consider, the successes and the challenges of the framework, in particular, how it complements existing TELT face-to-face training provided by the Staff Development Unit and within the context of recent discussions on restarting TELT consultancy.

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How to make the Nominal Group Technique more efficient through the use of technologies?

Submitting Authors

Tunde Varga-Atkins, Jaye McIsaac

Theme

Problem solving

Tags

clickers, confrontingReality, curriculumDesign, curriculumReview, effectiveness, evaluation, focusGroups, LearnerVoice, methodology, NominalGroupTechnique, problemSolving, SavingResources, studentEvaluations, StudentVoice, webConferencing

This interactive problem-solving demonstration aims to first, offer a direct experience of an efficient student evaluation method to participants, the Nominal Group Technique (NGT) (see linked paper ID 164) and second, invite participants to consider two 'problems':

1. How to make the face-to-face NGT process more efficient through the use of technologies?

2. What technologies could be used to carry out the NGT process online, at a distance, either synchronously or asynchronously?

This session will be of interest to anyone who designs and delivers student evaluation and feedback.

The Nominal Group Technique (NGT) is a structured face-to-face group session with the purpose of achieving group consensus and action planning on a chosen topic. Since its inception by Delbecq and colleagues (1975), NGT has been used widely for the purposes of curriculum design, review or evaluation; it encourages equal participation from all members, resulting in prioritised group consent that is immediately available, making it a useful alternative to focus group sessions. NGT is particularly useful when undertaking action planning, and its efficiency has been well documented (e.g. Chapple & Murphy 1996).

Session Structure:

1. Session introduction and purpose (3 mins)

2. Demonstration/mock NGT process with active audience participation (12 mins)

3. Brief presentation of the benefits and challenges of the NGT process(5 mins)

4. Audience problem-solving: technological solutions in the delivery of NGT session (10 mins)

The mock part of the demonstration will introduce NGT by asking participants to respond to a typical question ('How can XY be improved...?') using either traditional (post-it) or technological methods (e.g. TextWall) and then take participants through the different stages of a typical NGT, albeit in a much shortened form.

In the final part of the demonstration, a brief problem will be stated by the presenters about the tried and tested technologies including any gaps and potential opportunities. The presenters will then invite the audience to pool ideas about the potential technologies that could add value or enrich NGT sessions.

Intended outcomes for participants:

- To experience a mock NGT session first-hand that will equip participants not only with knowledge about its process and the stages involved, but will also demonstrate the benefits of its application in student engagement and the challenges that can occur when facilitating NGT sessions.

- To provide an opportunity to identify technologies that could enhance the effectiveness of NGT for the purpose of student evaluation and feedback.

- To enable an opportunity to learn about feasible technologies that can be used in student learning contexts.

Facilitating metacognitive reading strategies with iBooks Author application

Submitting Author

Natalia Auer

Theme

Mainstreaming

Tags

enthusingLearners, languages, mainstreaming, metacognitiveReadingStrategies, mobileDevices, movingLearners, selfDirectedLearning

Students bring into the classroom their own mobile devices. However, they do not take advantage of the various features that technology offers for supporting learning. Research has been conducted to investigate the role of computer environments in supporting and modelling metacognitive strategies while learning with hypermedia (Azevedo, 2005). The demonstration will present how a metacognitive approach can also be used as a theoretical framework to design reading activities and support comprehension processes with technology.

Approaches to prompt metacognitive thinking in reading have been proven to enhance reading comprehension (Sheory and Mokhtari, 2001). These approaches have relied on teacher's help to model metacognitive strategies such as activating background knowledge, inferencing the meaning and monitoring. Technology can help the learner by modelling the above-mentioned strategies.

In this demonstration, I will show how instructional designers can model metacognitive thought with the different features of the application iBooks Author. For example, with the Media widget you can add a video file that contains familiar content in order to help students activate prior knowledge. It will also illustrate how to embed metacognitive strategies for successful reading in a digitized text using the application iBooks Author.

Structure of the session and activities:

- Brief outline of strategic reading i.e. ways for enhancing reading through the use of metacognitive strategies;

- Demonstrations of:

1. How to create a digital text with iBooks Author application

2. How to embed reading strategies in the digital text using iBooks Author application

3. How students can use the embedded reading strategies using this application;

- Open discussion.

Intended outcomes for participants:

- Understand how technology can support reading processes;

- Propose guidelines for promoting strategic reading using iBooks; Author application.

Participants with Apple devices will be able to try the application, but since this is not a hands-on session you can attend even if you do not have an Apple device.

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From lecture capture to session capture: rethinking what can be recorded

Submitting Authors

Jenny Narborough, Charles Shields, Martin Ashby

Theme

Entrepreneurialism

Tags

effectiveSolutions, mainstreaming, pioneering, problemSolving, sustainability, Uses

This Pecha Kucha presents some novel uses of lecture capture with a view to initiating a reconceptualisation of this increasingly common learning technology, and considers briefly the provisions required to support this.

At Loughborough University, we have now captured over 1200 sessions using 15 fixed Echo360 installations, as well as a mobile service. In the light of this experience, we are able to reflect on some of the unexpected consequences and benefits arising from the institution-wide take-up of the technology.

Our first observation is that in some cases it has proved easier to sell the advantages of lecture capture to support services than to academic departments, or at least individual academics.

Secondly, the acceptance of this particular learning technology, as with most others, is dependent on its availability, its perceived ease of use and the levels of support provided to users. The key here is to dismantle any barriers to take-up, whether technical, logistical or psychological.

Thirdly, as the Return on Investment (ROI) of any learning technology is now scrutinised more closely than ever before, it is useful to be able to show that maximum value is being extracted through usage outside of teaching and learning as well as within. This helps establish the business case for continuing to invest in a relatively expensive system such as automated lecture capture.

Whereas the typical use of lecture capture is to create revision resources for students, we are now seeing it used for self-reflection purposes in student work and lecturer training, or as an extra-curricular academic resource for use prior and post taught sessions. Its ease of delivery has been seized on by support departments wishing to maximise training to diverse groups, locally and internationally.

There is also a realisation that for certain target audiences, capturing a session of non-academic training, some taster material, an inaugural lecture or an entire conference offers a simple route to a powerful marketing message.

The wider use of lecture/session capture, both within and outside mainstream teaching and learning, has implications in the support and publicising of the facility. One implication is that it may now be more useful to promote 'session capture' rather than 'lecture capture' and indeed this is already happening in some institutions. Another implication is that scheduled staff development sessions on the use of lecture capture need to cover non-academic uses and to welcome non-academic participants.

The examples presented cover mainstream teaching and learning, such as the recording of student group presentations, but also the use in service departments supporting other areas of the University's operations, such as conferences; health and safety training for staff; the training of the University's international agents; and staff inductions.

Open Learning Badges and Higher Education — Threats and Opportunities

Submitting Authors

Brian Mulligan, David Passmore, Rose Baker, Kyle Peck

Theme

Openness and sharing

Tags

accreditation, awards, competition, learningBadges, openBadges

Predictions on the imminent demise of existing higher education institutions due to the growth of online learning have been made for quite some time. However, these institutions have proved to be very resilient, even integrating online learning technologies to improve their teaching and increase their geographical reach. Many have attributed this resilience to the their effective cartel in accreditation and some have suggested that rather than leading to the decline of higher education, online learning may only lead to a dis-aggregation, where institutions will still control the accreditation process. "Open Badges" is an attempt to build a micro-accreditation system that allows organisations to award accreditation, in the form of electronic badges with associated evidence, for small chunks of learning and that can be used by individuals to display skills. The Mozilla foundation and others are currently working on the development of an open source ecosystem for badges which has the potential to become a trustworthy parallel accreditation system outside the higher education system (Mozilla Foundation et al, 2011). Such an accreditation system could lower the cost of awarding reliable accreditation for courses (and other learning experiences) and this, alongside the ability to display actual skills, may result in a rapid uptake by independent training providers as it gains recognition among employers. To succeed, this ecosystem needs to address issues such as, authentication, reliability, robustness, cascading and the quantification and aggregation of awards. If this succeeds, it will increase the competitive pressures on higher education (Ossiannilsson and Creelman, 2012) and could enable a completely separate education and training system that might reduce the relevance of formal higher education. However, it may also be an opportunity for higher education. If it can integrate this badge ecosystem into its own accreditation system, it may be able to take better advantage of the availability of Open Educational Resources, reduce costs in Accreditation of Prior Learning and its own assessment and accreditation systems, as well as more effectively display the skills of graduates. Such cost reductions may help deflate the controversially suggested education bubble and maintain the relevance of formal higher education institutions for undergraduate education.

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Learning Design: mapping the landscape

Submitting Authors

Yishay Mor, Brock Craft

Theme

<mark>Problem solving</mark>

Tags

designFrameworks, designMethods, epistemology, learningDesign, representations, theoryDevelopment

Our era is distinguished by the wealth of open and readily available information, and the accelerated evolution of social, mobile and creative technologies.
These offer learners and educators unprecedented opportunities, but also entail increasingly complex challenges. Consequently, the role of educators needs to shift from distributors of knowledge to designers for learning. Educators may still provide access to information, but now they also need to carefully craft the conditions for learners to enquire, explore, analyse, synthesise and collaboratively construct their knowledge from the variety of sources available to them. The call for such a repositioning of educators is heard from leaders in the field of TEL and resonates well with the growing culture of design-based research in Education. Yet, it is still struggling to find a foothold in educational practice.

In October 2011, the Art and Science of Learning Design (ASLD) workshop was convened in London, UK, to explore the tools, methods, and frameworks available for practitioners and researchers invested in designing for learning, and to articulate the challenges in this emerging domain. The workshop adopted an unconventional design, whereby contributions were shared online beforehand, and the event itself was dedicated to synergy and synthesis. This paper presents an overview of the emerging themes identified at the ASLD workshop, and guides the reader through further reading of the workshop outcomes. First, we introduce the topic of Learning Design, and the themes we will be considering. We present and compare some common definitions of Learning Design, and clarifying its links to the related but distinctly different field of Instructional Design. We then explore its relevance and value to educators, content and technology developers, and researchers, examining some of the current issues and challenges. We present an overview of the workshop contributions, relating them to the key thematic strands of Learning Design, and conclude with three significant challenges to be explored in future research.

Onto a winner? Making the "right" choices for future investments in eLearning

Submitting Author

sally holden

Theme

Sustainability

Tags

decisionMaking, effectiveness, riskTaking

The exponential pace of the growth of technology continues to produce new opportunities to support learning in ways that we can only guess at. As learning technologists we constantly have to balance the need for a pragmatic approach to addressing pedagogical challenges with our natural enthusiasm for new gadgets/technologies/software/buzzes. Solving curriculum "problems" and improving the learning experience while making best use of content creator and developer time is another balancing act which makes for a successful eLearning team. A key confrontation with reality for Peninsula College of Medicine and Dentistry (PCMD) is meeting the increased demand for eLearning support in a political and economic environment which demands that all departments and schools reduce costs and streamline services.

This has caused us to reflect on our activities and working practices. The issues include how do we decide which technologies to invest in and gamble precious resources on and which ones to wait for others to explore while we watch their tentative steps with interest? When do we choose to become the pioneers and when do we let others lead the way? PCMD has been recognised as groundbreaking in its use of eLearning and students and staff have benefitted as a result. Possible choices for the future areas of development and investment are now being considered. Which choice will produce a win-win situation for PCMD? What's essential and what's desirable?

This presentation will cover the ways in which the eLearning support team (eLSG) at PCMD stays in touch with future trends while developing sustainable resources and approaches. What criteria are important when making critical decisions about investment of resources into TEL projects, including adequate resourcing and appropriate staff development? In the rapidly changing political and technical environment in which we all work, how do we ensure eResources are fit for purpose, promote/maintain high quality learning and are reviewed/updated/discarded on a regular basis? PCMD's approach will be illustrated in relation to its working practices, policies, procedures and processes. How have recent events (including a review of eLearning) informed PCMD's next steps?

Participatory Pattern Workshops: A Methodology for Open Collaborative Construction of Design Knowledge in Education

Submitting Authors

Yishay Mor, Steven Warburton, Niall Winters

Theme

Openness and sharing

Tags

designNarratives, designPatterns, methodology, scenarios, workshops

This paper describes a methodology for open collaborative construction of design knowledge in education. This body of work emerges from the work of the Learning Patterns (http://lp.noe-kaleidoscope.org) and Planet (http://patternlanguagenetwork.org) projects. The use of design patterns has a long history, emerging first in the domain of architecture through the work of Christopher Alexander (1977) who conceived design patterns as abstractions of expert practice that when linked together in the form of a pattern language could provide novices with the necessary scaffolding and guidance to develop their own design solutions to recurring problems. The power of design patterns lays within their non-prescriptive nature, which allows experts to share their knowledge without imposing a singular method of solution.

The design patterns approach has since been applied to a diverse range of expert domains that have included object orientated programming, human computer interaction, online collaboration, web design, feedback and assessment practices, social action and learning and teaching in virtual worlds.

The participatory patterns workshop model described in this paper provides a validated method for bringing groups together to actively develop design patterns, eventually with the aim of linking these together in the form of a pattern language. Over several years, the authors and their colleagues working across a number of projects have facilitated in excess of twenty-five workshops. In these sessions the participants have shared experiences, captured these as design narratives, and extracted design patterns from these. Finally these design patterns have been tested by applying them to novel challenges represented as design scenarios. This paper presents the core elements of the methodology that emerged from these workshops: the Participatory Patterns Workshops methodology.

The presentation will focus on an overview of the methodology and the elegance of using design patterns as a problem solving toolkit. The success of the methodology will be demonstrated by introducing two design pattern languages that were developed during funded projects in the areas of feedback and formative assessment and in learning and teaching in virtual worlds. The future directions for design pattern approaches to problem solving in educational environments will be discussed in relation to learning design patterns and to the development of community orientated shared and open design pattern repositories.

A new model for collaboration with publishers in developing open educational resources

Submitting Authors
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Theme
Openness and sharing

Tags
confrontingReality, publishing

The current economic challenges of UK further and higher education (Wilkinson and Bakhradnia, 2011) are likely to impact on the fortunes of future generations of students. One area that will surely be affected is the problem students encounter in finding funds to afford high cost text books. The publishing sector shows no indication of reducing prices to help alleviate this situation (Monbiot, 2011). As a result, libraries are left struggling to purchase sufficient texts with diminishing budgets in order to support the experience that students expect from higher tuition fees. This is an uncomfortable "confrontation with reality".

Open Educational Resources (OER) provide new opportunities to widen academic access to online literature. However, this approach can also present a competitive challenge to publishers who rely on a commercial return. This paper describes an initiative which set out to challenge the apparent conflict of interest by exploring ways that academia could actively develop new partnerships with publishers based on the joint production of OERs.

The project was based around a comprehensive professional wiki with over 3,000 pages of content including an extensive set of curriculum resources. In discussion with a number of commercial publishers a mutual benefit in sharing material was identified. By contributing free content to the wiki, the publishers recognised that they could raise awareness of their own commercial resources. Content was provided under a Creative Commons licence and then repurposed so that it could be embedded into the wiki.

A number of strategies were developed in order to drive extra traffic to these new resources. Including translation of the content into French and Spanish, publishing podcast versions of key content on iTunes and promoting resources using Facebook, Twitter and e-newsletter feeds. User statistics on access to this content and levels of referral traffic were recorded and the impact of different promotion strategies compared.

This paper summarises the key findings of the project including describing the learner's perspective as well as that of the academic and the publisher. It presents some of the benefits of collaboration but also highlights areas that need careful consideration when entering into such partnerships.

This paper will be of interest to colleagues wishing to explore ways that they can access new sources of open content which could enhance their own teaching materials.

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Exploring, understanding and addressing the appetite for change

Submitting Authors

John Jackson, Marc Griffith

Theme

Mainstreaming

Tags

addressingInstitutionalProblems, appetiteForChange, change, effectiveSolutions, innovation, mainstreaming, virtualLearningEnvironment

University of the Arts London recently decided to change the core component of its VLE from Blackboard to Moodle. For the last five years the university has invested significant resources into mainstreaming Blackboard as an institutional learning and teaching environment and the majority of the evidence from the last three years demonstrates that Blackboard is increasingly embedded in the expectations and practice of staff and students throughout the university. Therefore a critical question emerges: why, despite the obvious growth and institutionalisation of the tool, is there currently such a significant drive and appetite for change?

This paper outlines the enquiry process and evidence discovered to support the drive for change that started with an extensive consultation with staff and students from across the university. This consultation process utilised questionnaires and focus groups which consistently revealed, especially among staff, a desire for change. This is despite the successful attempts, in accordance with the diffusion of innovation theory as proposed by Rogers, to systematically improve the relative advantage, compatibility, trailability and observability of the system while at the same time reducing the complexity, yet we find ourselves on the cusp of change. Utilising activity theory as an analytic framework a series of contradictions emerge that can be used to explain the desire for change.

We conclude that the process of customising and mainstreaming an innovation for an environment can lead to unintended and unexpected consequences that are not immediately visible in the types of standard system metrics used to demonstrate system mainstreaming. In effect, the drive for change appears less to do, at least in our context, with system functionality or product and more related to the changing nature and expectation of technology tools used to support learning and teaching. What appears most significant is to implement technology enhanced learning in ways that allow flexibility and innovation to flourish in conjunction with the bureaucracy of mainstreaming.

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An Open Landscape: Towards an open philosophy

Submitting Authors

Chris Pegler, Gabi Whitthaus,
David Kernohan, Jackie Carter,
Catherine Bruen

Theme

Openness and sharing

Tags

access, data, education,
innovation, landscapes, OER,
open, open, open, open, open,
open, open, open, open, research,
resources, science, source,
standards

JISC through its Digital Infrastructure Directions programme has recently funded a report on the 'open landscape' which seeks to assess the importance of different aspects of: open data, open source, open education resources, open science, open research, open innovation, open standards and open access. The eight areas of openness identified are those increasingly often addressed and experienced by educators, researchers and those implementing infrastructure. However these are most commonly encountered as foci for discrete activities. This independence arises in part from their separation from traditional forms of business within FE and HE. It also reveals the separate roots and differing maturity for each area of open activity. The extent to which these areas share common challenges and opportunities has not yet been well articulated. Nor has the practicality of implementing these new styles of open practices. We lack a coherent 'open philosophy' in education, to identify the links between different types of 'open' and how connections might be realised and what they may lead to.

Through this hybrid session we hope to identify the most important landmarks within the 'Open Landscape' for ALT-C attendees, who themselves represent interests across the range of open activity. The session expects to reveal a wide range of beliefs, aspirations and concerns through activity which engages with both confrontation and consensus, with emphasis on comparing and understanding the potential of different open practices and tools.

Volunteer and invited members of the audience will each champion a specific benefit of openness of data, resources, science, etc. based on fact, experience, or theory. This can build from information which they have themselves supplied, or which has been selected and seeded by the facilitators and disseminated through Crowdvine during the conference and its build-up. The customary Twitter and Google+ channels will also be employed to draw in sources and ideas beyond ALT-C.

It is expected that this session will improve awareness for all participants about the interrelationship of ideas about openness in education and the first steps to realising these. The five-strong session panel includes experienced researchers, teachers and policy makers/funders who can have opportunities within the next 12 months to take these ideas forward through conference organisation, teaching and research activity as well as feeding outcomes into the Open Landscape study and other reviews of openness in education. This is an opportunity for all participants to help rehearse the compelling arguments of openness and judge their effectiveness and interrelationships and determine where and how open activity may best start.

The session will last 60 minutes and be of three parts. During the first bout of c.20 minutes the focus will be on 'pitchers' who will each rapidly state a perspective on the value of some specific form of openness, hoping to attract support in the form of votes from their audience of 'catchers'. Green cards if the idea catches, red if it deters involvement and no vote if indifferent, with the five judges recording scores.

The middle stage (c.20 mins) seeks to identify alliances between pitchers leading to identification of the strongest 4-5 ideas about openness and allowing opportunity for further exploration of these. The original proposer(s) will work with their supporters in the audience to address questions from the judging panel in order to identify examples of promise and practice and build stronger arguments.

The final stage (up to 20 mins) looks at the first steps through which these openness objectives can be achieved. How will the educational world need to change and what would change in this world as a result? The judges (again with audience participation) will vote for the most important open factor to be addressed — the most desirable shift in openness or that with the most realisable strategy for implementation.

Manufacturing Pasts: Opening Britain's Industrial Past to New Learners and New Technologies

Submitting Author

Terese Bird

Theme

Openness and sharing

Tags

and, digitisation, media-rich, multimedia, oer, openness, pioneering, primarySourceSkills, sharing, uses

There is currently a dearth of good primary-source material on the topic of Britain's industrial history, despite the fact this is a key area of British modern history. Most such material is available only in libraries and other physical archives, and is rarely copyrighted as openly accessible, locking out many learners and researchers. And yet, analyzing and drawing conclusions from primary sources, including image-based sources, is a key skill for historians and specialists in many fields, and utilising digitised primary sources has been effective in building such skills (Tally & Goldenberg, 2005).

Among open educational resources (OERs), there is a dearth of higher-level material suitable even for researchers, which encourages critical thinking rather than prescribing a narrative. It is also unusual for OERs to be image-led rather than text-heavy, although there are many examples of audio-based OERs, such as iTunesU lectures.

In the Manufacturing Pasts project, the University of Leicester Library and Centre for Urban History are working with the Records Office for Leicestershire, Leicester and Rutland to surface artefacts from Leicester's industrial past — mostly photographs, diagrams, maps, commercial publications, and interviews. We are solving copyright issues, digitising, and publishing these primary source items in the existing online archive My Leicestershire History. We are creatively putting these items together into media-rich, image-led open-access learning materials for use in several University of Leicester Urban History programmes, and publishing these online as well as for use by anyone else in the world. Finally we will evaluate the OERs as to their usefulness and usability at different levels of study including by PhD students. Evaluations will be by focus groups of both undergrad and postgrad students, questionnaires given to participants of community local history events, and by website hits as quanitified by Google analytics.

Manufacturing Pasts is funded by JISC and builds on the OER work begun at the University of Leicester by the projects OTTER (University of Leicestere Beyond Distance Research Alliance, 2010) and OSTRICH (University of Leicester Beyond Distance Research Alliance, 2011).

This presentation will address digitising and 'opening up' primary-source materials especially of disciplines for which there is little open-access material; issues of creating higher-level, non-didactic, media-rich learning material suitable for a range of learners; and copyright issues of material originating in the private sector. The presentation will provide participants with simple helpsheets to make the different kinds of media-rich, mobile-ready OER, and will share the data from evaluations thus far. Overall this presentation will provide a practical case study of OER for higher level and research students of specialist disciplines.

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Effecting institutional change through the cultivation of a community of practice on video-enhanced assessment and feedback

Submitting Author

James McDowell

Theme

Mainstreaming

Tags

and, assessment, assessment, community, feedback, feedback, of, practice, video, video-enhanced

Research into the affordance of video technologies to enhance teaching and learning has primarily focused on the use of discipline-specific instructional tutorial materials to scaffold the learning experience, while discrete and emerging pockets of work have begun to explore video as a medium through which to present learners with generic feedback in response to summative assessment. This session offers an opportunity to engage with best practice techniques uncovered by Academic Champions forming a community of practice on video-enhanced assessment and feedback from representative disciplines across the seven Schools comprising the University of Huddersfield.

A selection of case studies examines the emerging potential for asynchronous video to (i) enhance learner engagement with feedback in blended learning communities, (ii) offer greater inclusivity for learners with difficulties such as Asperger's Syndrome and dyslexia, and (iii) encourage the uptake of mobile learning opportunities.

Building on the successes of both an earlier pilot, and an award-winning strategy in the field of video-enhanced assessment and feedback (VEAF), the project has seen the cultivation of a community of practice of Academic Champions charged with the exploration, implementation and evaluation of VEAF practices in their teaching. Employing a viral strategy in conjunction with 'middle-out' encouragement, Champions have developed exemplar case studies across different disciplines and subject areas which have been used to promote uptake of VEAF practices by early- and late-adopter academic colleagues around the institution. Over 500 learners are now receiving video-feedback on their work, with case studies of best practice developed in disciplines including Art and Design, Applied Sciences, Business, Computing, Education, Human and Health Sciences, and Music and Humanities.

This 60-minute hybrid session introduces the conceptual framework behind the overarching strategy through which VEAF practices were first developed, before examining how these have been adapted, applied and evaluated in other disciplinary contexts. Academic Champions will explore case-studies developed in their own professional practice, exploring a range of VEAF techniques, examining how these were adapted for their subject areas, and reflecting on the learner evaluation of their impact on learning.

The session will then be opened up to delegates, who will be invited to describe, analyse and discuss with contributors a range of scenarios from their own practice in which VEAF practices might be usefully employed.

Indicative timings:

Overview of VEAF practices — 10 minutes

Case Study 1: Education — 10 minutes

Case Study 2: Applied Sciences — 10 minutes

Case Study 3: Computing — 10 minutes

Delegate Participation — 20 minutes

Educational Technology In The Margins

Submitting Authors

Andria Birch, Susan Easton, Mary Moss

Theme

Mainstreaming

Tags

Action, Digital, Exclusion, Research, VLE, Volunteering

The DAIN project is a £1.4 million European Social Fund 3 year action research project which is designed to challenge digital exclusion with the support of volunteers known as Digital Activists. It is part funded through the Innovation, Transnational and Mainstreaming Fund (ITM) led by the Workers' Educational Association working in partnership with NIACE and CEFET.

The project has 7 geographical communities and 4 target communities of interest and identity. Digital Activists are recruited from local target communities and trained to go out into their communities and promote use of digital technology. Digital Activists record their activities, reflections and findings using a range of on and offline methods. key questions regarding 'what works' both in relation to the recruitment, training and coordination of volunteers and the engagement of community members by volunteers in use of technology have been considered throughout the project.

The project is now in dissemination phase and has produced a significant amount of data and learning in reference to models of working with activists, peers, or champions from within a target community in order to reach those most excluded within such communities.

The role of activists and champions have become central within government and educational policy and practice which seeks to widen participation in learning. The particular focus of this presentation is to highlight findings regarding the role of technology and VLE(s) in the engagement, training and coordination of volunteers within such roles.

An understanding and application of theories of 'skholĀ¨' and 'habitus' (Bourdieu, 1980) when analysing the attitudes and uses made of technology by volunteers within DAIN has much to offer in the quest to illuminate and understand the interplay between technology and involvement and incorporation of volunteers with experience of social exclusion into civil society. This will briefly be referenced during the presentation introduction.

Project data shows:

1. Some NGOs and providers appear to be using platforms that are neither understood or utilised by particular learners or volunteers

2. a distinction is made by project participants between private and public online space with an unwillingness to 'speak' in public spaces

3. a need for joined up strategy within some organisations around use of digital technology and social media to engage with missing or existing learners

The presentation will include a brief 2 minute overview of scope of the DAIN project. It will focus on recommendations supported by brief case studies regarding key issues to be considered in order to develop effective virtual platforms in relation to the specific target audience and function.

'The key message is that the 'person like me' approach utilised in activist and champion type programmes and designed to engage with diverse and excluded learners is effective, but that digital literacy is a very broad church. For example, a volunteer who facebooks on their phone may have very few other digital skills, and a volunteer who feels confident with computers may feel much less confident with facebook or other social media. Meaning, for those of us working in education for adults there are no assumptions that can be made and while all things digital may widen participation, 'digital by default' will definitely be exclusive.

The most effective use of any VLE or online tool within DAIN has been when taking a learner or volunteer centred approach and supporting use of a tool of their choice where possible, alongside the need for ongoing support and encouragement to try new tools. There are clear parallels with good practice in the real world classroom and the need for differentiation and diversity in teaching and learning.

Therefore, 'one size (online) fits all' as often seen within learning providers, is no longer fit for purpose and will create additional barriers which may undermine the effectiveness of tools, platforms, projects and organisations in achieving their aims.

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Dynamic Learning Maps — the journey after the project

Submitting Authors

Simon Cotterill, Tony McDonald, John Peterson, Gordon Skelly, Alison Williams, Steve Juggins

Theme

Sustainability

Tags

curriculumMaps, embeddingBenefits, sustainability

Dynamic Learning Maps (DLM) began as a project funded as part of the JISC Transforming Curriculum Delivery through Technology programme. The project developed navigable curriculum maps (https://learning-maps.ncl.ac.uk/). The maps are interactive and learners can add notes and reflections to topics (stored in the students' ePortfolio), make personal extensions to their maps and share, rate and tag resources. This presentation aims to describe the journey of DLM after the initial project and share lessons learned from its embedding and application in new contexts with a view to long-term sustainability.

Following piloting in Medicine during the initial JISC project, DLM was embedded in the VLE from September 2011. Now over 2,200 students and staff have accessed DLM at Newcastle University. University funding was granted for an Innovations project pilot DLM in Geography with aims to evaluate its use in modular programmes and for different purposes:

1. Further embed reflection and personal development planning in the curriculum.

2. Help students to be better informed about module selection — clearly showing pre-requisites / requirements, skills, and potential career paths.

3. Stimulating 'cross-modular' learning

Curricula were mapped drawing on existing data, such as Module catalogue information and other sources. In addition specialties and sub-specialties in Geography were also mapped and linked to modules, as these can be important in selection of optional modules and eventual career paths. The map also included transferable skills and selected careers. We will report on formative evaluation with over 300 Stage 2 and Stage 3 students during 2012.

Other aspects of continuity are also addressed. The DLM software has now been made available to the JISC community and we will discuss interest and initial uptake in partner institutions along with new JISC rapid innovation projects in Open Educational Resources, which have a DLM component.

This presentation describes the journey of DLM and shares evaluation and lessons learned relating to continuity and embedding the benefits following initial project funding.

Can you HEAR the first Academic KIS? How can initiatives that include course data utilise technology to reuse data and so reduce the burden on staff

Submitting Author

Ruth Drysdale

Theme

Openness and sharing

Tags

costBenefit, costEffective, courseData, distanceLearning, pioneeringUses, scalability, sustainableModels

There is an increasing demand for sharing course data in the UK education system. This is driven in part by the Government transparency agenda, which promotes the release of public data, and internally by a need to inform business planning. The Government Whitepaper 'Students at the Heart of the system' identifies a demand for more, easier to find, accurate comparative course data to enable informed choice. Information about online programmes is lacking and often difficult to find, both for distance courses and for the online learning elements in blended programmes. This has a significant impact on student choice, domestically and internationally. Only with better information can prospective students find what they want, judge value for money and make more accurate decisions about where and how to study.

The aim of this interactive workshop is to explore some of the challenges and approaches to how technology can support collating and sharing course data within the institution, so it can effectively be shared with potential students and other interested stakeholders. This will be done through a peer-mentoring session where further and higher education institutions within the JISC Course Data programme will facilitate discussion under two themes (2 projects per theme):

- Information flows that cross departments

- Standards and Technologies to support course data

Attendees will be invited to consider how better and standardised course data could benefit applicants and students e.g. access to OER, availability of learning outcomes (through curriculum mapping), be used in the VLE or ePortfolio.

Delegates will leave the workshop with a greater understanding of the challenges around collating and sharing course data, and how technology can help support the internal flow of information and produce external feeds.

Overview of workshop:

- Introduce aims of workshop and ice-breaker activity asking participants to identify their top challenge associated with collating and sharing course data (15 mins).

- Overview of the JISC Course Data programme — how institutions are developing and mainstreaming course data and using technologies to cost-effectively support the data sharing (10 mins).

- Introduction from projects presenters — background overview of work, leading into group activity based on their work, allowing participants to discuss the institutional implications for developing and mainstreaming course data collections and technologies in their own contexts (20 mins).

- Feedback from group activity (10 mins).

- Discussion on additional resources that could be produced to support institutions in the processes and technologies they use to collate and share course data (5 mins).

Seeking to improve NSS Scores in Assessment and Feedback utilising Technological Solutions

Submitting Author

Bex Lewis

Theme

Openness and sharing

Tags

addressingInstitutionalProblems, assessment, CommunityofPractice, feedback, openness, problemSolving, processes, research, sharingKnowledge, sharingResources, tools

In 2008 the HEA published 'Exploring the National Student Survey' (Williams & Kane, 2008) indicating that students have demonstrated concern about issues relating to assessment and feedback since the late 1980s, an issue that continues to be of concern to institutions, particularly with the introduction of higher student fees. From 2009-2012 the HEA has funded TESTA (Transforming the Experience of Students Through Assessment), which has collected data from over 22 degree programmes in 8 universities in relation to both staff and student experiences of assessment and feedback. The research from this project identified many common and distinctive disciplinary challenges facing students and their teachers, notably quantity of effort, quality and quantity of feedback, usefulness of feedback and appropriate assessment.

FASTECH (Feedback and Assessment for Students with Technology) is a new JISC-funded project building on new body of knowledge, and pre-existing community of practice, seeking to undertake institutional change working from a programmatic level, involving 15 core programmes initially. TESTA has demonstrated that improving practices within particular degree programmes enables us to work with the grain of teachers' subject interests, disciplinary emphases, and departmental loyalties, and to address the full course experiences of students. FASTECH picks up on particular concerns and seeks to identify standard technologies that have already been piloted in educational situations to address the problems identified in TESTA. Many of the key principles of the research and development processes that underpin the FASTECH project have been developed through the work on assessment and feedback undertaken by Professor Graham Gibbs, who works as an external advisor on the projects.

A year into the project, the paper will identify some of the processes and digital practices that are allowing Bath Spa University and the University of Winchester to work fully together, including the ongoing sharing of both knowledge and personnel, which has led to positive engagement with those in our respective communities. The paper will present a number of evidence based pedagogical issues related to feedback and assessment, identify a selection of technological tools already evaluated in pilots, and the early gains that are already presenting, including increased student enthusiasm, engagement and effort, combined with time and 'green' savings.

With an interest in constructing real change not only within the institutions involved, but across the entire Higher Education sector, the team is already identifying how best to disseminate the processes and findings, and is keen to encourage interaction and engagement with the HE community as a whole, through a website in development, offering key resources, and developing a template for case studies.

TESTA has already has already had over twenty universities within and outside the UK undertaking further research and development, and FASTECH is expected to be of similar concern to conference participants.

Fluid Assessment

Submitting Authors

Mark van Harmelen, Bijan Parsia

Theme

Problem solving

Tags

assessment, assessmentPlatforms, confrontingReality, effectiveness, efficiency, enthusingLearners, evaluation, evidence, feedback, pioneeringUses, savingMoney

In response to the reality of increased lecturer loads and institutional and pedagogic demands to supply useful, personalised feedback to learners, we have developed an assessment system that offers significant help to the overloaded assessor.

In the process of development, we have examined processes of assessment and the support offered by existing assessment systems, and discovered usability flaws and process blockages. In response to these we have used assessment theory and modern systems development techniques to develop an innovative system that breaks new ground in the provision of support in the most difficult area of assessment, to wit, supporting the day-to-day activities of assessors.

Electronic assessment should automate routine tasks, facilitate manual tasks, and enable new modes of working. Too often in existing systems, the system itself becomes another thing to deal with. That is, just getting the system to work at all consumes time and energy that would better be spent on assessing and providing feedback. The prevalence of lack of support for, and blockers to, comparison, reflection, correction and the provision of feedback impede typical e-assessment systems from producing better assessment outcomes for less assessor effort.

Our system is based on three key principles:

1. Fluent and fluid interaction: The UI should support natural and effective interaction with the objects of assessment.

2. Transparency and reflection: It should be easy to trace why decisions were made, and to reflect and build on those decisions.

3. Evidence based support: Research-validated information about the assessment in process should be made available to the assessor.

These principles are mutually supporting, but the key to usability for the assessor is the first principle. Our primary goal is to make the assessment process as smooth and comfortable as possible for the assessor.

To do this we use the other principles. Good assessment typically involves reflection, eg, later assessments may prompt changes to earlier assessments. Thus a good system makes it easy to revisit and alter earlier assessments. Similarly, the use of evidence and metrics enhances assessment. However, the use of metrics is standardly a post-facto manual process that inhibits their use. Instead, we make evidence-based metrics available to the assessor during assessment.

Structure of session and activities:

- 5 minutes — The basic theory of assessment support underlying AssessIt.

- 7 minutes — Demonstrated tour of the setting and taking processes.

- 10 minutes — Hands-on using the system: Participants each assess a brief script that we supply.

- 7 minutes — Presenter-led reflective discussion to elicit formative feedback for future development.

- 1 minute — Wrap and closure.

Intended outcomes:

- Experience with a new assessment support system;

- A framework for evaluating the usability of such systems;

- Exposure to the use of item response theory to support better assessments.

Building effective electronic assignment handling workflows

Submitting Author

Catherine Booth

Theme

Problem solving

Tags

addressingInstitutionalProblems, effectiveSolutions, helpingAdministrators, largeScaleLT, problemSolving

This presentation gives an overview of the piloting of electronic assignment submission, originality checking, feedback and marking using Turnitin/GradeMark in 2011-12 within a large faculty covering more than 25 disciplines, each having their own distinct traditional processes for assignment handling. The piloting is a managed roll out designed to bring together academic and administrative processes, technology support and policy development. The previous pilot phase was limited and focused primarily on online submission/originality checking, with just 20% using GradeMark for mainly formative feedback and marking. The focus of the eLearning role was to provide training and generate support resources for staff and students. GradeMark was well received overall by academics and students; as part of measures to improve feedback, there was a desire to increase focus on use of online marking for the next phase (NSS scores, direct request by students, teacher requests for feedback comment libraries) to maximise the benefits, including increasing efficiencies to be gained from fully online handling and marking. Particularly for online summative assessment, there was an increasing recognition of the importance of 'behind the scenes' work needed for Schools to map out electronic assignment handling processes to suit their needs. It was also important that technology should support, not define the processes. Many individual academics were keen to use marking tool; administrators were familiar with paper-based processes but not the electronic environment. At Faculty level, Quality Assurance and senior management support was assured. The eLearning team were well placed to facilitate, once initial information gathering done, and manage the process overall, enabling Schools to take different approaches, some more bottom-up, others top-down / co-ordinated. Previously linear workflows and distinct roles would now have more convergence, with all parties having more involvement throughout process; for example, training referring to the workflow process, not just standalone application. Clear communications are crucial. We are currently half way through the project, with Semester 1 evaluation giving promising results. Further work during Semester two will allow Schools to develop and refine their approaches further. We anticipate challenges may focus on how well the range of University requirements can be met by the wider focus of Turnitin as a global rather than UK specific solution. This pilot phase is due for completion at the end of July, when outcomes, evaluation and recommendations will be presented to Schools and Faculty; the effectiveness of the managed approach will impact directly on the approach to be taken in the next year. The conclusions of the project will be presented at the ALT-C conference.

Formative Assessment and Communication Management

Submitting Authors

Luci Mello, Cesar Nunes, Ismar
Soares

Theme

Sustainability

Tags

assessment, communication,
digital, Educommunication,
formative, management,
processes, technologies

The emergence of new technologies and the adoption of them by formal education put focus on the necessity for a better knowledge about the communication management processes near these learning environments.

In 1999, a research developed by a group of researchers from University of Sao Paulo has identified a new field of study called Educommunication, which reflects a convergence not only between the areas of communication and education, but among all areas of the humanities. Its goal is to study the interrelationships among them and to contribute to the identification of new teaching methodologies with the use of communication media that are known and accessible. The research in this new field emphasizes the dialectic interaction between people and their reality, where all the agents of the process are transmitters and receivers at the same time (Soares, 1999).

In fact, there is an urgent demand on identifying a proposal for the implementation of communication management processes near educational environments which adopt those digital media, aiming the development of specific skills near students such as critical thinking and dialogue capacity.

Parallel to this there is the formative assessment proposal, which is based on five key strategies: "1. Clarifying, sharing and understanding learning intentions and criteria for success; 2. Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning; 3. Providing feedback that moves learning forward; 4. Activating learner as instructional resources for one another; 5. Activating learners as the owners of their own learning" (Willian, 2011:46).

When we study these key strategies from the point of view of educommunication practices, it seems there are common topics which are worth to be verified in order to know if the formative assessment proposal would be a way to help to define a proposal for the a basic planning, implementation and assessment of them.

Based on this scenario, this paper aims to reflect about the possibility of checking common points and possible proximity of these two approaches, by presenting and analyzing a practical case.

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Automatic Generation of Analogy Questions for Student Assessment: An Ontology-based Approach

Submitting Authors

Tahani Alsubait, Bijan Parsia,
Ulrike Sattler

Theme

Problem solving

Tags

analogy, corpus-based,
e-assessment, evaluation, model,
ontology, questions, relational,
similarity, space, vector

Different computational models for generating analogies of the form "A is to B As C is to D" have been proposed over the past 35 years. However, analogy generation is a challenging problem that requires further research. In this paper we present a new approach for generating analogies in Multiple Choice Question (MCQ) format that can be used for students' assessment. This type of questions requires higher cognitive skills compared to simple recall questions. In multiple-choice analogy questions, the student is given a pair of words and is asked to identify the most analogous pair of words among a set of alternative options. The required task is to recognize the relation between the pair of words in the stem and to find the pair of words that has a similar underlying relation.

We propose to use existing high quality ontologies as source for mining analogies to avoid the classical problem of hand-coding concepts in previous methods. Current results show that mining such rich sources is fruitful. We also describe the characteristics of a good analogy question and show how to use the proposed approach to develop an MCQ generator that is capable of controlling the difficulty of questions. We also report on experiments carried out to evaluate the new approach.

A profile of the future: what could HTML 5 do for HE by 2015?

Submitting Author

Lee Griffiths

Theme

Mainstreaming

Tags

5, future, geo-location, HTML, learning, learning, mobile, semantic, ubiquitous, web, web

HTML5 is the most significant update of HTML in the last ten years since XHTML was introduced. It promises a vastly improved user experience, increased browser features, cross compatibility and the ability to provide semantic content. In this paper we discuss the near future position for Higher Education in terms of technological transform, the proposed capabilities of HTML5 and how they may change how virtual learning environments are implemented in the future. We offer a set of education based scenarios and how the emerging standard could benefit them. Finally we conclude with possible implementation time scales.

Augmented learning — Spreading your wings beyond the classroom

Submitting Author

Vickel Narayan

Theme

Entrepreneurialism

Tags

learner-generatedContent, learner-generatedContext, mobileWeb2.0, pedagogy2.0, socialConstructivism

The dramatic advancements in technology over the last five years has created an environment that could support learning that surpasses anything we would have seen, experienced or imagined before. While new technologies offer considerable opportunities for improved learning, its use however has remained as a plug-on to traditional teaching methods. In this paper we discuss the impact of reinvigorating two courses where the use of Mobile Web 2.0 (MW2.0) tools were embedded within the learning process with an aim of enabling learner-generated content and context. Students and staff in this collaborative project, from two different courses, were equipped with iPhone 4's and iPad 2's for the duration of the course (n= 36, 16 week semester). A participatory action research method was used to evaluate the project and to scaffold the staff into learning and teaching in the 21st century. The pedagogical approach underpinning this project and the design for use of MW2.0 tools are discussed. Examples of artifacts created by the students in the project are outlined and provide an overview of the different contexts students interacted in.

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Yes! There Are Quality Mobile Educational Apps for PreK-Ph.D.: TBReLearning Mobilization Resource Center

Submitting Authors
Robbie Melton, Nicole Kendall

Theme
Openness and sharing

Tags
apps, mobileDevices, mobilization, sharingResources

Purpose: To provide practitioners with educational resources of mobile apps according to their teaching discipline, their mobile device, age appropriateness, and quality standards for best practice utilization. "In November 2010, the US Department of Education released its National Education Technology Plan, a detailed blueprint on how schools can improve learning with technology. Among its top recommendations is to leverage mobile devices ("the technology students already have") in the classroom."

Need: Mobilization (mobile devices of smart phones, tablets, and digital content of apps) is steadily impacting every facet of education. The 2011 Pew Research noted that in the USA, over eighty-seven percent of our students have some type of smart phone or tablet that they carry to schools. However, the majority of mobile apps that have been developed have largely been for gaming, music, communication, and social networking. In fact, mobile apps for education ranked the lowest in terms of students' download usage on their mobile devices in January 2011. "It has been seen that mobile learning enables students to move from passive learners to engaged learners who are behaviorally and intellectually involved in their learning tasks. Wilsden Primary School, in the UK showed how handheld computers have helped students read books they normally would never touch, improving literacy and confidence." "The K-Nect project started in North Carolina, was designed to create a supplemental resource for students to focus on increasing their math skills. It was found that students achieved higher test scores in math for the classes that used the mobile devices and spent a lot more time on mobile-enabled schoolwork than before. But interestingly, what was observed is that students also used social networking facilities to help one another other with the problem solving."

In contrast, it is documented that there has been a thirty-five percent increase, since 2010, of schools across America in purchasing mobile devices to serve as teaching and learning tools. The discrepancy between the increase in devices and the low percentage of educational apps for these devices has created a challenge for educators to find the time to search for quality and appropriate apps to supplement their curriculum, to assist them in teaching, and most importantly to enhance learning by providing education on-demand and in their hands.

Therefore, in order to utilize mobile devices as effective teaching and learning tools, practitioners must search for appropriate educational apps which most often take time and effort; thus taking away time from instructions. In addition, there are no readily categorized methods or single location for practitioners to identify mobile apps according to their discipline, their preferred mobile device (i.e., iPads, Androids, Windows, Blackberry, etc.), or level of teaching and learning. Furthermore, there is a need for quality standards and best practices for the utilization of mobile apps in education.

SHARING Resource Solution for Educators: The Tennessee Board of Regents eLearning has created a free open source public mobile app resource center to assist practitioners in finding appropriate educational mobile apps and resources for their profession, as well as for addressing their students learning needs in an easy and timely manner. Plus, TBReLearning has developed guidelines for quality standards for the best usage of mobile apps for teaching and learning. To date, over 40,000+ mobile apps have been collected for sharing with practitioners all over the globe from early childhood education to college graduate programs: TBReLearning Mobile App Education Resource Center: www.TBReLearning.org

"Why didn't anybody tell me about this?" What every learning technologist should know about accessible documents!

Submitting Author

Dominik Lukes

Theme

Problem solving

Tags

apps, mobileDevices, mobilization, sharingResources

The title of this presentation is a composite of the many responses we receive when we deliver training on accessible documents to teachers as part of the Load2Learn project, an online collection of downloadable curriculum resources in accessible formats. Teachers are chagrined that none of their learning technology support or training staff ever made them aware of these accessibility tips. They also worry that their digitally native students don't know them. Much to many teachers' surprise, more accessible documents can even lead to reduced costs or more efficiently deployed resources.

This presentation will focus on five essential technologies that are easily within reach of anyone. They are 1. structured documents (and the keyboard shortcuts to make them a reality), 2. text modification (including PDFs), 3. narrated audio (and how to make it easy to navigate), 4. text to speech (much more useful than people think), and 5. synchronised text and audio (e-books' potential fulfilled through DAISY and ePub3). Free or inexpensive tools exist to make all of these a reality in all educational contexts. This is particularly important in the school sector. The FE/HE sector may be more familiar with some of these techniques but our experience indicates that even there, they are not in wide use. Availability of these tools will mean that even those students whose struggle with reading may not be severe enough to warrant individual support can benefit from the unexploited potential of computers to make the world of the written word more accessible to them.

The word "accessibility" is enough to raise a feeling of dread in any technologist, bringing to mind images of limiting design possibilities, creating alternative versions and other chores. And, indeed, there are extreme cases where accessibility is hard work. But most of the time inaccessible digital files are simply badly constructed files the shortcomings of which are covered up by inconsistent hacks. Their inaccessibility is caused not by failing to follow some special hard-to-learn "rules", but by neglect of basic good practices. The issue is further compounded by out-dated assumptions about the needs of those who find it hard to access print.

But there is not that much to know. And what there is to know is of immense benefit for everyone's everyday computing not just when supporting somebody with a print disability. Accessible computing is not a chore we have to learn to satisfy equality regulations or feelings of political correctness. Accessible computing is productive and clean computing.

Towards improving participation in online collaborative learning environments

Submitting Author

Ben Betts

Theme

Problem solving

Tags

apps, mobileDevices, mobilization, sharingResources

Three years ago the author began working towards an EngD qualification under the title "Towards improving participation in online collaborative learning environments". Whilst literature is rich with examples of how social context and peer support can influence learning outcomes, it was perceived that there is a dearth of software which actively encourages participants to contribute to a learning environment as they progress through a course of learning. Much of the motivation required for contribution to such environments is often said to come from Facilitators (or E-moderators) or from the carrot and stick approach of offering course credit for contributions. Using researched methods of fostering intrinsic motivation as a basis for developing an innovation, a new Social Software platform for learning was developed and launched commercially.

The aim of the platform was to enable teachers or subject matter experts to create rich, active and social eLearning experiences, which could be worked through asynchronously by course participants. The platform enabled administrators to create eLearning experiences using any digital resources as learning objects, representing the objects in a visual interface for learners to explore. In order to encourage contribution and participation throughout the experience, the administrator is guided to scaffold a learner's journey using a Gamification-style mechanism of levels and experience points. Learners then progress through the learning journey acquiring experience points dependant on their contributions and participation in object-orientated discussion.

This session will briefly introduce the literature from which the approach was defined (Bandura, 1977; Deci & Ryan, 2000; Salmon, 2000) — (5 mins) before demonstrating a series of learning experiences created with the platform. This will include showing examples of "live" courses at both the home university in the UK and also the university of San Diego, USA(10 mins). It is also the demonstrator's ambition to 'create' a learning experience using the software live on stage, which participants will then be invited to play through at their own convenience (15 mins).

Intended outcomes for participants:

- Understand how Social Software can be used to support emerging pedagogical methods, such as Curation and User Generated Content.

- Understand how Gamification, when used appropriately, can shape behaviour in a desirable manner, potentially in lieu of intensive course moderation.

- Familiarise themselves with a new software platform, which is commercially available (with a free edition available for Teachers)

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Changing the Learning Landscape

Submitting Author

Theme

ALT Session

Tags

learningLandscape,
institutionalStrategy,
learningPortrait,
staffDevelopment, HEFCE, LFHE,
NUS, CPD, LTStrategy

Changing the Learning Landscape is a new exciting programme, funded by HEFCE, which is led by the Leadership Foundation for Higher Education (LFHE) in partnership with the National Union of Students (NUS), Higher Education Academy (HEA), Joint Information Systems Committee (JISC) and ALT. The project is intended to facilitate a range of HEIs and FECs involved in providing HE, in making a step change in their strategic approaches to Learning and Teaching.

 The programme includes creating an intensive programme for senior institutional and student union leaders in over 20 institutions, and setting up a pool of expertise to assist 50 institutions to achieve similar levels of strategic change. It is currently in the planning and signup stage.

Target audiences within institutions include student union leaders, educational development managers, and learning and teaching managers at all levels from department to institution wide.

This half hour discussion will allow ALT members to interact with some of those involved in the initiative to help influence the direction and understand more of the opportunities for those institutions that become involved.

New to ALT-C?

Submitting Author

Theme

ALT

Tags

apps, mobileDevices, mobilization,
sharingResources

This session welcomes new delegates to ALT-C 2012, the annual conference of the Association for Learning Technology. Come and meet other delegates, find out how to make the most of the conference and ALT's activities more generally.

CMALT

Submitting Author

Theme

ALT

Tags

apps, mobileDevices, mobilization, sharingResources

This session provides an overview of the Certified Membership scheme of the Association for Learning Technology, CMALT. CMALT is our portfolio-based professional accreditation scheme developed by ALT to enable people whose work involves learning technology to have their experience and capabilities certified by peers and to demonstrate that they are taking a committed and serious approach to their professional development.

Google/ALT "Apps in Learning and Teaching" Competition

Submitting Author

Theme

Spon

Tags

apps, mobileDevices, mobilization, sharingResources

Submitting Author

Theme

Misc

Tags

810 Misc: Google

Google will briefly outline its vision for Apps in education, and then the people responsible for the winning and highly commended entries in the Google / ALT "Apps in Learning and Teaching" competition (due to formally be announced at the conference dinner on 12 September) will explain in detail their varied use of Google Apps in their institutions.

UCL and ALT: The Digital Department Project – emerging roles in the new e-learning environment JISC Embedding Digital Literacies Programme

Submitting Author

Theme

Pre-conference workshop

Tags

apps, mobileDevices, mobilization, sharingResources

What are the digital literacies required to run a modern academic department? As learning environments become more technologically-rich and student expectations grow in tandem, many academic departments are rethinking how to support online learning.

At University College London (UCL) the rapid uptake of our VLE, lecture capture and associated systems has both led to and been facilitated by a gradual evolution in support structures. Across the institution we have seen the rapid emergence of a cadre of academic managers and administrators. These 'new' cross-boundary professionals have a very positive contribution to make to both the student experience and the institutional change agenda.

The workshop will highlight the UCL-based Digital Department project, funded by the JISC, which is analysing the diverse skills and abilities needed in a modern 'digital department'. By benchmarking a common framework of digital literacies among this staff group we have identified a surprising range of digital literacies that have to be acquired and developed by individuals or across departments (so-called 'distributed literacies') in order to enable a practical, sustainable model of institutional change.

The workshop aims to raise awareness among attendees of the need to develop digital literacies and in many cases identify emerging blended support roles and strategies in their institutions. Participants will be invited to share good practice, exchange and compare institutional approaches, look at the changing roles of the academic and the support framework, explore how 'digital literacies' underpin these developments and identify actions for their own educational context.

With 22 candidates from across UCL undertaking CMALT (a peer-based accreditation scheme run by ALT) as part of the project the workshop will also provide insight into how the scheme was adopted and how it relates to the overall work of the project.

The Trustees of ALT are grateful to the following organisations
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